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ABSTRACT

This report describes and evaluates an educational partnership that brought together the resources of three rural Minnesota school districts, institutions of higher education, the Minnesota State Department of Education, and a national organization in order to undertake the long-term development of a program in international education (K-12). The program was developed under the National Model Schools Network in global education curriculum development (Education 2000). This report includes: (1) the original prospectus for this model, discussing the conceptual framework, the purpose of the project, and the planning procedure based on an "ecological approach"; (2) research plan identifying themes of study, specifying data collection strategies, partners, and the timeline; and (3) the project manual development. The focus of the report is on the program of the Redwood Falls School District (Minnesota), which evolved from a program development project in international education into a school and community development process. The document also discusses the development of a national model. Copies of local newspaper reports about the Education 2000 Program and the Redwood Falls project are included. Appendices include 1990 testimonials from steering committee leaders and papers presented at the 1992 Annual Meeting of the American Educational Research Association regarding Education 2000 and the Redwood Falls School District. (LP)

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EDUCATION 2000:
RURAL MINNESOTA IN THE WORLD

A Case Study of Redwood Falls School District 1988-1991

Volume 1
Transformational Process
and
Initial Products of Change

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A global transformation project based originally upon partnerships between Brainerd, Laporte, and Redwood Falls Schools Districts in Minnesota, the University of Minnesota's Center for Applied Research and Educational Improvement (CAREI), Mankato State, St. Cloud State, Bemedji State Universities, the American Forum For Global Education (New York), and the Minnesota Department of Education.

RC018784

Walter Enloe, CAREI, University of Minnesota, Editor, May, 1992

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From the beginning of the project I would like to thank Willard Kniep for a vision, John Cogan for substance, Pat Avery for integrity and perseverance, and Kathryn Jensen and the Blandin Foundation, John Kostishack and the Bremer Foundation for faith in such an endeavor. We also thank regional Initiative Funds. We applaud colleagues at Mankato State University, Ann Lydecker, Sheldon Brown and Diane Hoffbauer for a superb partnership. Thanks to the efforts of Bob Erickson and Roger Wangen at the Minnesota Department of Education, and especially to Deputy Commissioner Jim Sauter for his encouragement and commitment to school change and international education. And finally, thanks to Bill Gardner, University of Minnesota College of Education for his support.

After the beginning in 1988 the communities of Brainerd, Laporte, and Redwood Falls are to be commended for their honest struggles and consensus building about the future of the world and their assessment of the quality of their educational programs and practices. They are to be commmended too for their development of a blueprint for program development growing out of the contingencies and needs characterizing their school contexts, and the products, both processes and contents developed thereof.

And within Redwood Falls, the leadership, collaboration, and reflective practices of Lance Zellman and colleagues led a program development project in international education to transform itself into a school renewal and community development process.

A special word of gratitude to Dr. John Goodlad for his advice, support, and mentorship. And to those before us, participants in the Eight Year Study 1933-1941.

Thanks also to the commitment of Jean King, Director of CAREI, for supporting me to continue this work despite the multitude of changes in the College of Education.

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CHAPTER SYNOPSIS

Chapter 1: **A Prospectus of Education 2000**

The original prospectus for a National Models School Network in global education curriculum development (Education 2000) sponsored by the American Forum for Global Education, New York. The Education 2000 network began in 1987 and included school district models in Weston, CT; Yonkers, NY; Chicago, IL; and 'three rural' districts in Minnesota.

Chapter 2: **Rural Minnesota in the World: A Purpose**

The rationale for three rural Minnesota school districts to join in 1988 the Education 2000 network with various shareholders in the State, including the University of Minnesota's Global Studies Center, The Minnesota Department of Education and its Global Studies Resource Center, and regional State universities, along with the American Forum.

Chapter 3: **Rural Minnesota in the World: Education 2000**

A general description of the Rural Minnesota in the World (Education 2000) project written in 1989 for basic dissemination to the general public.

Chapter 4: **A Research Plan**

The fully articulated research plan grew out of the several years (1987,1988) of Education 2000, and was reviewed and modified at a national research meeting in Minneapolis in the Fall of 1989.

Chapter 5: **An Education 2000 Project Manual**

The project manual was developed for subsequent Education 2000 staff in April of 1990 by the National Director with substantive input from the lived experiences of the co-directors in Minnesota.

Chapter 6: **Education 2000: The Case of Redwood Falls School District, 1988-1991**

The case study of Redwood Falls provides a detailed chronology of their local Education 2000 project from 1988 through June, 1991, including a description of process, products, and future implications for implementation of a global curriculum and transformative practices, programs, and organization.

Chapter 7: **To Think Well Globally Is To Act Well Locally**

Redwood Falls' local, weekly newspaper documented the Rural Minnesota in the World Project for the local community. The reporter is also a parent in the school district.

Chapter 8: **Local Newspaper Documentation in Redwood Falls**
This synopsis of the Education 2000 project in Minnesota was written, following Dr. Goodlad's May, 1991 visit with the three Minnesota school districts, for the members of the Minnesota Alliance Global and International Studies (MAGIS), a K-University educators' organization founded in 1989 as an outgrowth of the Education 2000 project in Minnesota and related international activities in the State.

INTRODUCTION

"The Local's in the Global. The global's local"
Wendell Berry

"The world's more and more of a neighborhood. But is it any more of a brotherhood? Unless we learn to live together as brothers and sisters, we will perish together as fools."
Martin Luther King, Jr.

This is a testament to the Education 2000: Rural Minnesota in the World Project begun in 1988 as part of the National Models School Project in Global Education.

What the following chapters in Volume 1 do is to lay out chronologically an intent to infuse essential elements for international understanding into rural Minnesota school districts' K-12 curriculum to prepare citizens for the 21st century. This volume documents the original proposal to foundations, the formulation of a research strategy, and the development of a project manual. Each school district formed a steering committee who began to educate themselves about the nature of the contemporary world and future prospects, and began to ask their communities what attitudes, skills, and knowledge (outcomes) should kids possess when they graduated. This process lead to formulation of a strategic plan and the elaboration of an overarching conceptual blueprint to infuse the curriculum with a global perspective. This is largely what occurred between 1988-90 in all three districts. But in two of the districts, Laporte and Brainerd this global infusion or curriculum development was the primary focus of Education 2000. All districts followed Willard Kniep's leadership of the national Education 2000 project based upon his Next Steps in Global Education - A Handbook for Curriculum Development (1987, The American Forum for Global Education, New York). In Redwood Falls, however, the project strategically changed from Rural Minnesota in the World (curriculum development in global education) in 1988 to Education 2000 (school development) in 1989-90.

The primary focus of this volume is what occurred in Redwood Falls where the community and project leadership began to ask not only what are we going to teach for local and world citizenship in this increasingly global and changing world, but how are the going to teach it? And before the children ever get to school, how are we adults going to work together? How well are we practicing among ourselves what we're preaching to the kids? Thus the focus became the practices, programs, and organizations throughout the whole community of schools and within the community in which it is culturally and ecologically embedded.

Perhaps the best way to describe the following pages is that they represent building and constructing a vision and mission and educational goals for a future while embedded in the contingencies of the present and the residues of the past. It's a story of a community redefining the commoneweal of what it values and the outcomes it expects for its children as they graduate into a world increasingly complex, changing, and interdependent. It's a story about the local and the global, of reaching out and reaching within, of building and sometimes burning bridges between peoples and communities. The story constructs awareness, understanding, consensus as well as doubt, miscommunication, misunderstanding and sometimes mistrust across grades levels, buildings and roles. It's a progressive story of renewal, change, growth, development, transformation. It takes place within the moment, surveying the past, conjuring the future. It is the story of a community reaching out to the state, building partnerships and fostering friendships from the mountains of Japan and Peru to the islands of Sao Tome Principe and the cities of Germany. And yet it is locally in the weaving of multicultural understanding between the Lakota peoples and the European Americans and within those designations, diversity in religion and ethnicity. German. Norwegian. Swedish. And people from South Dakota and Texas! Catholic, Presbyterian, Lutheran, Native American spiritualism. But Redwood Falls is not Lake Woe-be-gone where all the men are handsome, all the women strong and all the children above average. Redwood Falls is a living microcosm of the United States with all of her strengths and shortcomings. In John Goodlad's words, "it's a broken front."

This first volume is also testament to the change process in the formulation and construction of a blueprint and then the building, that is, transformative development in continuous process, of new programs, practices, and organizations.
It is illustrative too of the problems in such an undertaking. It is witness too of the stakeholders' roles and responsibilities -- project architects and builders, laborers and plumbers and electricians, and the landscapers. Potential buyers, customers. All struggling with the articulation and enactment of a purpose and vision, many struggling to coordinate construction with the constant changing of essential elements of the blueprint. What did not change was location, what did change was a novel sense of place both in the local community and the globe. What did change was a recommitment to the commonweal of the neighborhood in which these transformative structures continue to be constructed and refinished, and a new vision of education for the twenty-first century.

Volume 1, significantly, ends with the visitation in May, 1991 to Minnesota of Dr. John Goodlad whose vision and process guided our project. He suggested to Redwood Falls that another four years was needed to implement fully our conceptual framework and strategic plan. Volume 3 will document that process, 1992-1996. *At the January, 1992 Steering Committee it was unanimously agreed upon that the specific Education 2000: Rural Minnesota in the World **project was over, and that a total district development process was in place, that is, that the specific project had transformed into a whole district in-development process linking the Education 2000 products, including process, with the mandates of OBE, et.al.**

Volume 2 will provide the life-blood of the case study of the project from 1988-91 with special attention to the voices of participants in the three districts and other stakeholders. We will provide a phenomenological and developmental perspective on the life-events, meaning-making, successes and setbacks, insights and misunderstandings, openness and deception, communication and miscommunication, democratic decision making and authoritarianism, the full spectrum, if you will, of the lived experience and processes of school cultures and the issues of change. Volume 2 will also include the story-telling of the construction, lived experience and processes of this project in school and community and personal development from a variety of stakeholder and participant observer voices. As well, it will describe and explicate how the Rural Minnesota project became Education 2000. We will carefully evaluate the successes and weaknesses of partnerships and partners, particularly universities and state institutions. Finally, this volume will illuminate the theoretical and practical resources we utilized, beginning with Next Steps in Global Education- A Handbook for Curriculum Development (1987) to direct, facilitate and manage the process exhibited by the products of Volume 1, including steering committee and project leadership readings, training sessions, graduate courses, retreats, conferences, community forums, committee work national conferences and summer institutes drawing upon the work of the Kettering Foundation, Michael Fullan, David Hargreaves, Don Schön, and John Goodlad among others; the work of Will Kniep and the American Forum; the lessons I've learned from the Paideia School, 1971-80, Hiroshima International School, 1980-88, and with Jean King and my CAREI colleagues at the University of Minnesota.

A third volume will document the implementation, 1992-95, of Redwood Falls conceptual blueprint for transforming school practice, programs, and organizations. At the February 1992 Steering Committee, the committee unanimously acknowledged that Education 2000: Rural Minnesota in the World was complete as a project, and that the vision and processes that grew out of that specific project were now characteristic of the total district. The Education 2000 Steering Committee was now the Redwood Valley School District Development Steering Committee!

CHAPTER 1
A PROSPECTUS OF EDUCATION 2000:
A NATIONAL MODEL SCHOOLS NETWORK

INTRODUCTION

This prospectus describes the Education 2000 National Model Schools Network, a school improvement initiative of the American Forum to identify, support, and link together school districts across the United States that are committed to preparing their students for life in the 21st century.

Education 2000 will support selected school districts from around the U.S. in developing exemplary educational programs with a global perspective. The goal is to develop exportable program models designed to provide students an education that will help them become productive and responsible citizens in an increasingly interdependent world.

The project will be carried out by a partnership involving the American Forum, Inc.; participating school districts and their communities; local institutions of higher education; global education resource centers; and state departments of education. These partners will work together to identify and infuse essential elements for a global education -- education for the 21st century -- into all areas of the K-12 curriculum.

The most immediate and obvious results of the project will be the new and modified programs experienced by students in the Education 2000 schools. But since research, documentation, and dissemination are central to the model schools project, the broader, long terms effect will be to influence and strengthen school improvement efforts throughout the nation.

DESCRIPTION OF THE MODEL SCHOOLS NETWORK

Early in 1987, the American Forum initiated steps to form a National Model Schools Network. This effort is an outgrowth of the recommendations of the National Commission on Global Education contained in the report, The United States Prepares for its Future. The purpose of the Education 2000 Network is to bring together in selected communities throughout the U.S. the resources and talents of local school districts, institutions of higher education and state agencies to undertake a long-term effort of program development focused on providing education for citizenship in the twenty-first century.

LOCAL ACTIVITIES

Through Education 2000, the American Forum will support and link school districts and their communities in a process of identifying and infusing essential elements for a "global" education into all areas of the K-12 curriculum. Each of the participating districts will undertake a process for program assessment and development leading to unique local program models for dissemination to the broader educational community.

Education 2000 school-districts will utilize the American Forum's process for curriculum development outlined in their recent publication, Next Steps in Global Education: A Handbook for Curriculum Development. This publication, a companion to the commission's report, provides a framework and a process for K-12 curriculum development at the local level. It is designed to result in an overarching curriculum plan across subject lines and grade levels.

In this process for curriculum development, school districts will involve their communities in dialog about local, state, national, and global realities as a basis for shaping the mission and goals of school programs. They will develop a curricular blueprint, set priorities for educational outcomes, develop plans for staff development to meet local needs for program planning and implementation, and provide support and resources for implementation.

Phase I: Building an infrastructure for program development; including administrative structures; identification and training of a steering committee; and developing a local project plan.

Phase II: Program planning, including community involvement in setting the schools' mission and goals; undertaking a needs assessment and collecting baseline data; developing a program blueprint; course planning; and staff development.

Phase III: Program implementation, including resource selection and development; piloting and revising courses and resources; data collection and monitoring; and staff development.

NATIONAL NETWORKING ACTIVITIES

The national network will ultimately be made up of a limited number of school districts or combinations of school districts located in various parts of the United States, representing as much geographic, socio-economic, and ethnic diversity as possible. The participating "model schools" will benefit from the resources and mutual support provided by the project. When the network is fully functioning,

the members will be linked, through the American Forum, with one another in a variety of ways: through on-going staff support, local leadership training, an electronic network, annual summer conferences for network schools, a network newsletter, and through unified research and dissemination activities.

1. Local Involvement by American Forum Staff

Throughout the project the American Forum will act as the central hub linking the participating districts with one another. Moreover, the American Forum will take an active role as a partner at each of the network sties

The American Forum (AF) will act as the overall coordinator for project activities. The AF staff will provide conceptual leadership to the project, will facilitate project activities at the local level as appropriate, and will act as consultants to the local partners throughout the project.

The specific activities to be undertaken by the director and staff will include identification of participating school districts; representing the project to local funders; participating in local events to the extent possible, coordinating the project's documentation and research efforts; and planning and carrying out activities to provide communication and linkages among the network components.

2. Training Local Leadership

An important factor in the success of the project, both locally and as a national model for school improvement, will be the extent to which the model for program development described in Next Steps in Global Education is implemented at each of the network sites. To maintain the integrity of this model, the American Forum will provide training to the leadership teams who are guiding the project at each site. This training will include workshops for directors, partner coordinators, and steering committees in each of the major elements involved in planning and carrying out the project in local communities. Additional training will be provided through individual, on-site consultations with project directors and on-site coordinators and leadership teams.

3. Electronic Network

On-going day-to-day communication with and among the network components will be provided through the use of an electronic network. The American Forum is already part of the TCN network. Each of the participating school districts will be provided with an electronic mailbox and software which will enable them to communicate with our office and with one another.

In the early stages of the project, the electronic network will be used as a means for co-developing local funding proposals, concept papers, and local project documents. As the project progresses, a central database of locally developed products -- including mission and goal statements, curricular blueprints, and units of instruction -- will be compiled and made available electronically to the participating districts. Districts will also be enabled to communicate directly with one another as they work through common problems in the process.

4. Annual Conference

An additional means of communication, mutual problem solving, and joint learning will be provided through annual conference for participating districts. Each participating site will be invited to send three to seven participants, depending on size, to the conference. These conferences will be held during the summer and will be limited to 60 participants.

The conferences will provide a retreat-type of setting in which participants will have the opportunity to focus on common problems and common learnings as well as provide mutual support.

5. Network Newsletter

A primary means for building a sense of common purpose and support for the Network within each of the local entities will be the project newsletter. The newsletter, to be published four times per year, will be provided in adequate numbers for distribution to the professional staff and constituent community of each of the participating districts.

The newsletter will focus on the common purposes of the network participants and will feature the accomplishments and notable products of the project, both local and national. As the project progresses, many of these features will be integrated into the American Forum's journal ACCESS, as part of the project's dissemination strategy.

6. Research and Documentation

Throughout the project, a systematic process of research and documentation will be undertaken to ensure that a complete record of model-building is accumulated and disseminated. This is absolutely essential if others are to continue the process in their own schools, learning from both the successes and the problems faced by the school district. To carry out the curriculum model building without careful documentation of the process would make dissemination and replication impossible.

The research efforts, coordinated by the American Forum, will be jointly planned and implemented at the local level with the school district and other project partners. The local university partner, in conjunction with the American Forum, will have primary responsibility for collecting and compiling local project data. Having the local university carry out these activities will enable the project to draw upon the university's resources in both quantitative and qualitative research as well as their computer data analysis capacity.

To ensure a uniform approach to research and documentation, we will engage a national research consultant to provide leadership and guidance to the research process. Dr. Judith Torney-Purta of the University of Maryland, an internationally know researcher, has agreed to undertake this role for the project. As the project gets underway, the lead researchers from each of the partner universities will meet together with the national consultant to work out the processes and procedures to provide the necessary uniformity in data collection. The national consultant will also visit each site annually during the project and will be on-call for guidance and advice as needed.

7. Dissemination

The ultimate purpose of this project is to influence school practice beyond the limited number of schools that will directly participate as model schools. To accomplish this, we have developed a plan for disseminating the process, experience, and program models both locally and nationally.

For dissemination of the results of the project locally, we will seek the cooperation of and access to the resources of state departments of education in developing local dissemination plans. These plans will include strategies for extending the process to a second tier of schools through departments of education; state-sponsored workshops for board members, administrators, and teachers; and incorporation of the results of the project into other efforts of the departments.

As the project unfolds the American Forum will issue periodic press releases updating the progress of the Network and encouraging responsible media coverage of the experience of the participating communities. We will also disseminate the on-going experience of the project through articles in our own journal, ACCESS, and through articles in other professional journals.

As we enter Phase II of the project, we will begin to offer dissemination workshops at the annual conferences of professional organizations: the American Association of School Administrators, National Association of Secondary School Administrators, National Association of Elementary School Principals, and the Association for Supervision and Curriculum Development. In addition, we are

currently negotiating with ASCD to have these dissemination workshops included as part of their National Curriculum Study Institutes beginning in 1990.

As Phase III is completed, case studies of each of the model schools in the network will be completed by members of the partnership. These case studies will be compiled and edited by the American Forum staff for a book-length description of the entire project. At the appropriate time we will seek a commercial publisher of the book that can provide broad dissemination of the results of the project to others throughout the nation.

SELECTION OF NETWORK PARTICIPANTS

From our earliest planning of the Education 2000 Project, we have intended to limit the initial size od the Network to no more than six or seven districts or consortia of districts in various parts of the U.S. We determined that this limited size would enable us to concentrate our resources and achieve visibility for the project while still affording the opportunity to achieve geographic, socio-economic, and demographic diversity.

As of January 1989, we are well along in the process of identifying participating school districts. The selections that have been made so far -- as well as those most likely to be made in the future -- have resulted from unsolicited informal proposals to participate from potential local partner rather than by a formal RFP process. These proposals have come from school districts, from interested universities or resource centers, and, in one case, from a local funding partner.

Out of this somewhat spontaneous process has evolved a set of partnerships, and potential partnerships, with a number of unique characteristics in common. When fully developed each of the local links in the network will be comprised of a local district or consortium of districts in partnership with a university, a global education resource center (sometimes located within the university), and a state department of education. In addition, each link will have local foundation and corporate funding to support the project's local activities.

PROJECT OUTCOMES

At the local level, the project's activities are designed to result in the following outcomes within each of the participating school districts:

1. The establishment within the district of an extensive resource collection, including background and instructional materials related to the goals of the project.

2. A statement of mission and goals for all educational programs developed through broad input by the community and professional staff.

3. A K-12 curricular blueprint for all subject areas, based on an assessment of the adequacy of existing programs in meeting the adopted mission and goals.

4. An outline of objectives and priorities within all curricular areas based on the adopted curricular blueprint.

5. On-going summer staff development institutes tailored to the adopted goals and curricular blueprint.

6. Course outlines and units of instruction developed by staff during curriculum-writing workshops.

7. Completed pilot testing of units and courses.

8. Completed outlines and units of instruction for all curricular strand within blueprint.

9. Base-line data collected for on-going assessment of the effects of the project in terms of student outcomes.

10. Completed documentation and case study of the project's processes and their effects for dissemination to larger educational community.

11. Three- to five-year plan in place for on-going support, implementation, and documentation of project outcomes.

At the national level, Education 2000 activities are designed to result in the following outcomes:

1. A number of exemplary program models designed to provide education for the demands of the twenty-first century for dissemination to the larger educational community.

2. A volume of case studies describing the experience of the model schools and their communities as a basis for replicating the "model Schools" process in other settings.

3. A significant addition to the "school change" literature through publication of the research studies undertaken at each of the local sites in the project.

4. The basis for a longitudinal study of the effects of the revised programs over time on teachers and their students in the project schools.

5. The basis for creating an expanded national network of schools concerned with providing the essential elements of education for the twenty-first century.

CHAPTER 2
RURAL MINNESOTA IN THE WORLD PROJECT

INTRODUCTION

The purpose of the Rural Minnesota in the World Project is to bring together the resources and talents of local school districts, institutions of higher education, the Minnesota Department of Education, and a national organization in order to undertake a long-term effort of program development in international education within selected rural Minnesota school districts. To undertake this project, a partnership among Global Perspectives in Education, Inc. (GPE), the Global Education Center (located at the University of Minnesota), and the Global Studies Resource Center (located in St. Louis Park) has been formed to assist selected rural school districts in identifying and infusing essential elements for international understanding into all areas of the district's K-12 curriculum in preparing citizens of the 21st century.

BACKGROUND

The need for increased knowledge about the world, for refined skills in coping with and managing the myriad of complex problems and issues facing the planet, and the development of multiple perspectives as we enter the 21st Century is clear. A number of national reports, highlighted perhaps by that of the Study Commission on Global Education, The United States Prepares for its Future (copy attached), call for decisive action by the schools to prepare the children and youth of today for participatory democratic citizenship in the next century.

Foreign observers have often characterized Americans as "well meaning and friendly, but terribly naive about the world in which they live." Surveys of students, K-university, over the past 15 years have borne out the latter. If the future generations of American citizens are to lead effectively, both here at home and abroad, communities and educators must reassess the mission and goals of their schools if the students they educate are to be adequately prepared.

Heretofore, attempts to add a global dimension to the school curriculum have been focused almost exclusively in urban areas. Rural America has been largely neglected and yet it is this segment of society which has some of the closest and most natural links with the world through agriculture, forestry and mining in particular. By helping them to understand how they are connected through global economics and political systems to producers and consumers around the world, a global education will enable the rural citizens of tomorrow to more rationally choose the directions of their own and their communities' future.

Minnesota is already recognized regionally and nationally for its work in networking, awareness training, and regional development. The project proposed herein would extend this leadership to program development as well. The model-building project proposed herein would further this leadership position. The timeline us such that by the early part of the next decade, the models developed could be disseminated widely throughout Minnesota, the Upper Midwest, and nationally. The process for achieving this end is outlined in the remainder of this proposal.

OVERVIEW OF THE PROCESS

The project will utilize the process for curriculum development that has been developed by Global Perspectives in Education and outlined in their recent publication, Next Steps in Global Education: A Handbook for Curriculum Development. (A copy has been provided to the Foundation and should be considered an attachment to this proposal.) The handbook provides a practical framework for instituting the recommendations of the Study Commission on Global Education, whose report, The United States Prepares for its Future, was released last spring.

The handbook provides a framework for K-12 curriculum development at the local level. It is designed to result in an overarching curriculum plan to internationalize a local school system across subject lines and grade levels. GPE is using the handbook as a basis for creating a national network of four to six "model schools" in which the process and outcomes of developing programs with a global perspective can be documented, studied, and disseminated to the larger educational community. The rural Minnesota schools in this project would comprise the rural school component of the model schools network.

In this process for curriculum development, school districts will involve their communities in assessing local needs for international understanding as a basis for shaping the mission and goals of schools programs. They will develop a curricular blueprint, set priorities for educational outcomes, develop plans for staff development to meet local needs for program planning and implementation, and provide support and resources for implementation.

The project, as implemented in each of the participating districts, will proceed according to the following three phases roughly corresponding to the three year duration of the project:

Phase I: Building an infrastructure for program development, including administrative structures, identification and training of a steering committee, and developing a local project plan.

Phase II: Program planning, including setting mission and goals, undertaking a needs assessment and collection baseline data, developing a program blueprint, course planning, and staff development.

Phase III: Program implementation, including resource selection and development, piloting and revising courses and resources, data collection and monitoring, and staff development.

THE PLAN

The duration of this project will be slightly more than three years. It will begin in the Spring of 1988 with the selection of participating school districts. The activities supported by the grant will be completed at the end of the 1990-1991 school year, with each of the three years of the project corresponding to the three phases of the process of program development.

Selection of School Districts

Upon receipt of the grant, the partners in the project will begin the process of selecting three rural Minnesota school districts for participation. The procedures and criteria for selection will be developed in collaboration with the Blandin Foundation, the Minnesota Rural Education Association (REA), and the Minnesota Department of Education. We anticipate the pool of those invited to apply for participation will be comprised of the networks of rural schools associated with other projects of the Blandin Foundation and the two partner centers.

In selecting the schools, geographical balance will be sought across the state. Moreover, school districts and communities will be identified who have a strong commitment to curriculum innovation. We believe there will be little difficulty in identifying such communities and districts as demonstrated buy the recent conference in Minneapolis focusing on global school-university partnerships which brought together several potential candidates for selection. Our plan is to have a site located in each of the northern, central and southern sections of the state.

The three school districts selected for participation in the project will form the basis for creating a Minnesota network of "model schools" involved in creating programs for international understanding. The Minnesota network will form a subset of GPE's national network of model schools. One of the three will be identified as a

participant in the national network and will serve as the conduit for the resources and findings of the national project to the Minnesota network.

Phase I

Phase I of the project will begin in the Fall of 1988. The first event will be a retreat, held at a central location, for leadership teams from the three communities to orient them to the project and its processes.

Districts will proceed through the process at a rate that meets their local needs and conditions but within the constraints of the project's need to coordinate the major events. Moreover, larger districts may wish to stage the process by first piloting it in one or several schools while in other districts it will involve the entire K-12 program. However, to the extent possible, districts will be encouraged to share in staff development activities and to maximize the joint use of resources in the project.

Shortly after Phase I begins, a curriculum steering committee will be assembled within each district to take a comprehensive look at school programs with the long term goal of developing a K-12 program with a global perspective across subjects and disciplines. The activities of the project within each district, and specifically those of the steering committee, will be guided by a leadership team made up of representatives from the district and the two project co-directors. The goal of the steering committee will be to have developed, by the end of the Spring Term, a comprehensive plan for program development and implementation activities of Phases II and III.

The curriculum steering committee, which will be made up of key teachers and administrators, will participate in a series of meetings and activities designed to establish an infrastructure for curricular change during the Fall and Spring Terms. They will begin to define for themselves what they mean by a "global education" for their students, begin to shape out their vision of what such an education would look like, develop a mission statement for their work, and develop a plan -- with timelines and tasks -- for program development.

A centerpiece for the year's activities will be to establish a collection of resources for global and international education in each of the participating districts. These resource centers will be designed to serve the steering committee, other teachers and administrators, and interested members from the community and board of education. Selection and acquisition of resources will be undertaken collaboratively by the district's leadership team, the project's co-director, cooperating universities and GPE staff.

A major task in Phase I will be to establish, within each participating school district, a strong connection to a local university. Through this relationship, the project will have access to the resources of the university for planning, staff development and implementation. In turn, the participating universities will have access to the process and results of the project which can be recycled into pre- and in-service teacher education programs, multiplying the effects of the project to other schools with the state.

Phase II

While Phase I is designed to provide a supportive infrastructure for program development, Phase II will result in a curricular blueprint centered on educating for citizenship for the twenty-first century and aimed at increased international understanding. Phase II is central and critical to the successful implementation of curricula with a global perspective which begins with Phase III. Following is a description of the major events and tasks that will be undertaken in Phase II during the 1989-1990 school year.

1. Project Planning

The continued planning for the project in each district will be undertaken by the leadership teams, the project's co-directors, and the staff from GPE. They will be responsible for scheduling events, developing agenda for the steering committee, and generally coordinating the plans for the project.

2. Retreat for the Steering Committees

The project year will begin with a planning and educational retreat for the steering committees. The purpose of the retreat will be to increase the participants' global awareness and leadership abilities, to engage them in planning and assuming responsibility for subsequent activities, and to increase their collective sense of ownership for the project.

3. Community Education Workshops

The ultimate purpose of the community workshops will be to engage community members in dialogue about the need for global education in the local schools and to enlist broad-based support for the goals of global education. The four workshops, to be held in the Fall term, will focus on current global realities, local linkages and connections to the rest of the world, trends likely to continue into the future, and implications for school programs. The workshops will feature a "town meeting" format, will use outside speakers when appropriate, and will be directed toward developing guiding documents for school programs.

4. Drafting Mission and Goals Statements

A major task of the steering committee during the Fall term will be to develop a statement of mission and goals as a guide for all school programs. This task will be undertaken after the "town meetings" to reflect the result of those deliberations and input from the community. The mission and goals statement will serve as the foundation for subsequent steps in the process.

5. District-wide Needs Assessment

The purpose of the needs assessment will be to determine the adequacy of current programs in light of the mission and goals statement and to collect baseline data for assessment of the overall project. The needs assessment will be guided by the steering committee, but design, implementation, analysis and reporting of results will be the responsibility of Global Perspectives in Education in collaboration with the project's co-directors. This step will be completed by early in the Spring term.

6. Program Blueprint and Objectives

The major task of the project steering committee during the Spring semester will be to develop a blueprint for district programs and to begin the process of setting program objectives. The blueprint, or masterplan, will reflect the mission and goals statement based on the results of the needs assessment. The outcome will be a K-12 outline of program strands across all disciplines designed to meet the goals of a global education.

In the process of setting program objectives, steering committee members will work with teachers and administrators within all subjects and disciplines to begin developing objectives for all schools programs consistent with the mission and goals. This process will be completed by the end of the Spring term and will be used to give direction to the staff development and program planning that will take place during the summer.

7. Summer Institute for Staff Development

The Summer Institute will be a week-long in-service education offering for district teachers. The Institute will be planned by the steering committee, the cooperating universities, the project co-directors and GPE staff to reflect the master plan developed during the Spring semester. Those who enroll in the Institute will be offered in-service credit and the opportunity to participate in the subsequent workshop for program planning.

8. Summer Workshop for Program Planning

In the program planning workshop, teachers and administrators will be engaged in planning specific courses and experiences to implement the goals and objectives developed for the project during the Spring semester. The major outcome of the workshop will be course outlines and activities to be implemented in the Fall semester. Teachers who are selected to participate in the workshop will receive a stipend for successful completing of the tasks assigned to them.

Phase III

Phase III of the process begins the task of program implementation. The specific activities for this phase will proceed from the results of Phase II and thus cannot be specifically outlined in this proposal. We anticipate that, as a result of the summer's activities, some units and courses will be piloted and revised during the year. Support will be needed for continued planning of others.

Included will be a review of new program and materials purchases, teacher accountability for implementation, and evaluation strategies for the project.

The project's staff, in collaboration with the steering committees, will continue to give support to on-going course development and implementation, and evaluation strategies for the project.

The project's staff, in collaboration with the steering committees, will continue to give support to on-going course development and implementation and to identifying and developing instructional resources. Moreover, staff development, to assist with problems of implementation will be an on-going focus of the activities throughout this phase.

Prior to the beginning of the 1990-1991 school year, a comprehensive plan for these activities will be developed for each of the participating school districts.

During Phase III, the project schools will also begin to undertake responsibility for disseminating the model to other rural schools in their region of the state. The model building will, of course, be incomplete at this stage but it is the time to begin bringing other communities and their schools into the process so that by the close of the century, the vast majority of rural schools in Minnesota will have "internationalized" or be well on their way to "internationalizing" their schools.

RESEARCH AND DOCUMENTATION

Throughout the three phases of the process, a systematic process of research and documentation will take place to ensure that a complete record of the model-building is accumulated and disseminated. This is absolutely essential if others are to continue the process in their own schools, learning from both the successes and the problems faced by the three project schools. These research efforts will be planned jointly between the project schools and the two project centers responsible for coordinating the model schools network. The Global Education Center at the University of Minnesota, in conjunction with GPE in New York, will have primary responsibility for this part of the project activity. Having the Global Education Center carry out these activities has the added advantage of being able to draw upon the University of Minnesota's resources in both quantitative and qualitative research expertise as well as computer data analysis capacity. This is a very important aspect of this project. To carry out the curriculum model building without careful documentation of the process would make dissemination and replication impossible.

Roles and Responsibilities of the Partners

1. Global Education Center

The Global Education Center, located at the University of Minnesota, will serve as fiscal agent for the grant. The director of the center, Walter Enloe, will be one of the two co-directors of the project and will be responsible for overall management. He will be responsible for coordinating the activities of the school district that is part of GPE's national model schools network and will serve as the communication link from that project to the Minnesota network. Moreover, he will be responsible for identifying human resources within the higher education community for evaluation and research and for staff development.

The University of Minnesota College of Education will contribute by matching the 25 percent time of the GEC co-director's time and the 25 percent clerical time to be used by the Center. In addition, space to house the project as well as infrastructure costs (heat and light) will be contributed. Finally, faculty with expertise in relevant curricular areas will be available for consultation as will experts in research design and analysis.

2. Global Studies Resource Center

The Global Studies Resource Center, an affiliate of the Global Education Center and the Minnesota Department of Education, will provide Robert Erickson and the other co-director of the project. Mr. Erickson will coordinate the activities of the other two

school districts and will take major responsibility for staff development and for providing materials and resources to the participating schools. Because of his skills as a facilitator and trainer, he will take a major lead role in many of the events and activities in all three of the participating school districts.

3. Global Perspectives in Education, Inc.

GPE, through a subcontract to the project, will act as the external coordinator of the project and will provide access to the national model schools network. The subcontract, summarized in the attached letter, provides for GPE to provide overall leadership to the process and to assist in administering and managing as one of the project's partners. Dr. Willard Kniep, GPE's director of research and development, will provide overall leadership to the process and assist in administering and managing as one of the project's partners. He, and other GPE staff, will facilitate project activities as appropriate, and will act as -- or provide -- consultants to the districts throughout the process of program development and implementation.

4. Participating Districts

Each district will assemble a steering committee for the project. The steering committee will be responsible for planning and for coordinating project activities within the district. The district will be responsible for assuring the widest possible involvement of the community and district professionals in project activities. To the extent possible, participating districts will allocate existing resources to planning and staff develop activities. Grant funds will be used to supplement the district commitment to project activities.

<u>The Role of Cooperating Agencies</u>

1. Cooperating Universities

Each of the participating schools districts will be paired with a cooperating university located in their region of the state. The cooperating university will provide project schools with access to the human and material resources of the University. They will be used as a source of subject area specialists, consultants for staff development activities, relevant materials for project teachers, and for assistance with the development of resources as appropriate.

This school-university linkage will serve the current emphasis upon the internationalization of teacher training programs across Minnesota's 26 colleges and departments of education. This effort is being spearheaded by the Minnesota Association of College of Teacher Education and its representatives on each campus. The opportunity to build school-university partnerships will benefit both parties. Schools will benefit from the service of curriculum specialists from higher

education; teacher education programs will benefit from quality internship and student teaching sites; and ultimately the school districts may provide an avenue of employment for teachers who were trained specifically to teach in global schools. The greatest benefit, it would seem, is to provide a laboratory where new approaches to education for international understanding can be put into practice, tested, revised and refined.

2. Minnesota Department of Education

The multiple resources of the Minnesota Department of Education are available to this project. The office of the Director of International Programs will provide MDE linkages for activities relating to staff development. The Department will make available its MINNESOTA IN THE WORLD project guidelines and strategies for participating schools. This, in turn, will relate to the Department's goal of recommending a global perspective in all curriculums in Minnesota's K-12 schools for the Global Decade of the 1990's. Finally, MDE will play a major role in the dissemination of curricular materials developed by the projects to other schools throughout the state.

CHAPTER 3
RURAL MINNESOTA IN THE WORLD: EDUCATION 2000

This educational renewal project involves three selected rural school districts in developing educational programs which include a global perspective. The goal is to provide students with an education that will help them become productive and responsible citizens in a world that is increasingly complex, changing, and interdependent. The project is carried out by a partnership involving participating school districts, the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota, the American Forum for Global Education, Inc., regional public institutions of higher education, and the Minnesota Department of Education. These partners are working together to identify and infuse essential elements for a global and more human education into all areas of the K-12 curriculum. The three year project is supported in part by grants from the Blandin and Bremer Foundations. The rural Minnesota model schools program is itself a component of a larger educational initiative of the American Forum's Model Schools Project. For a description of the Education 2000 Model Schools Project, see Willard Kniep, "Global Education as School Reform: The Next Steps," Educational Leadership, September 1989. Its purpose is to identify, establish, and link together school districts from across the United States that are interested in improving educational practice and are committed to preparing their students for life in the 21st Century. Education 2000 is a school renewal project grounded in global education. It features a process model for school improvement that engages educational stakeholders in answering, in-depth, several central questions: 1) What kinds of schools and schooling will our children need for their lives in the 21st Century? 2) In our school district, what should our schools be teaching, how should our teachers be teaching and how should our students be learning/living in preparation for life, work and citizenship in today's changing world? The most immediate and obvious results of this process will be the new and modified programs experienced by students in the participating schools. And, since these results will be disseminated through the American Forum's Education 2000 national model schools project, the broader, long term effects will be to influence and strengthen school improvement efforts throughout the State of Minnesota and the rest of the nation.

The need for increased knowledge of the world, for increased acceptance and understanding of humanity as a single organic species, for refined skills in coping with and managing the complex problems and issues facing the planet, and for the development of multiple perspectives in a multi-cultural country and world as we enter the 21st Century is clear. A number of national reports have called for decisive action and for school reform to prepare children and youth of today for democratic citizenship in the next century. Foreign observers have often characterized Americans as usually well meaning and friendly, but often very naive

about the world in which we live. Surveys of students, K-university, over the past 15 years has borne out the latter. If future generations of American citizens are to lead effectively, both here and abroad, communities and educators must reassess the mission and goals and practices of their schools if the students they educate are to be adequately prepared.

In the past, attempts to add this dimension to schools have focused almost exclusively on influencing individual teachers to bring a global perspective to their classrooms. However, most students are still denied such experiences because their schools lack curricular content and process and corresponding programs which ensure that all students systematically receive an education that will help them understand how they are interconnected within a series of interactive systems: ecological, economic, sociopolitical, and technological. And that by understanding their global interconnections, they will more reasonably choose the directions of their own and their communities' future.

Minnesota is already widely recognized for its work and leadership in networking, awareness training and regional development in global education. This project extends this leadership to program development and documentation as well. The timetable is such that by the early part of the next decade, the model developed will be disseminated widely throughout Minnesota and the nation as a component of Education 2000.

Early in 1987, the American Forum initiated steps to form a National Model Schools Network. This effort is an outgrowth of the recommendations of the National Commission on Global Education contained in its report, The United States Prepares for its Future. The purpose of the Network (Education 2000) is to bring together in selected communities throughout the United States, the resources and talents of local school districts, institutions of higher education and state agencies to undertake a long-term effort of program development focused on providing education for citizenship in the 21st Century. The three school districts in Minnesota vary in student enrollment from 250 to 6000 in communities of Laporte, Redwood Falls and Brainerd. The national network will ultimately be made up of six components located in various parts of the United States, representing as much geographic, socio-economic and cultural-ethnic diversity as possible. Besides the Rural Minnesota Project, the school districts of Evanston, Illinois; Weston, Connecticut; and Yonkers, New York, are present components.

The Rural Minnesota in the World project began in the fall of 1988. It is using (and testing) the process model for curriculum development outlined in the American Forum's recent publication, Next Steps in Global Education: A Handbook for Curriculum Development (1987), which is the basis for creating the Education 2000 network. The handbook provides a framework for K-12 curriculum development at the local level designed to result in an overarching curriculum plan to globalize and

more humanize local systems across subject parameters, grade levels, and building liens. John Goodlad's data from a"Study of Schooling" identifies that one of the major problems of schools and an essential hinderance to positive school reform and renewal is, "that what students take as curriculum in school is rarely guided by some kind of overarching conceptual framework (a curriculum document, if you will) that defined the domains and both the comprehensiveness and the balance that each student's curricular encounters should reflect." (Educational Leadership, January 1987).

To develop an overarching curriculum document, school districts involve their communities in forums to discuss local needs for both school improvement and for global understanding as a basis for shaping the mission and goals of school programs. In thoughtful response to the questions above, they develop a curricular "blueprint," set priorities for educational outcomes, develop plans for staff development to meet district needs for program planning and implementation, and provide support and resources for implementation and self-evaluation. This self-renewing blueprint, then, is designed to aid continuing decision-making about the practice, substance and structure of local schooling today and in the future.

The Model, as implemented in each of the participating projects, proceeds according to the following three phases, roughly corresponding to the three years duration of the project. Phase I was completed by the three school districts during the summer of 1989.

Phase I: Building an infrastructure for program development, including administrative structures, identification and training of a steering committee, and developing a local project plan.

Phase II: Program planning, including community involvement in setting the schools' mission and goals, undertaking a needs assessment and collecting baseline data, developing a program blueprint, course planning, and staff development.

Phase III: Program implementation, including resource selection and development, piloting and revising courses and resources, data collection and monitoring, and staff development.

The project's process model is based upon the conviction that school change is promoted from within the school. This ecological approach (John Goodlad, ed., The Ecology of School Renewal, 1987) argues that authentic school renewal cannot be imposed from the outside. Secondly, the project is based upon the belief that each school district and each school is a total, ecological culture which share commonalities but is also a diverse, unique system. Thirdly, for change to occur teachers and administrators must first educate themselves locally and globally. The

first year of the Rural Minnesota project has included, within each school district, various activities of critical reflection and education about what students need to know about human values and cultures, global systems and persistent local/global issues and problems, and the historical antecedents to global interdependency. This Phase I process lays the foundation for facilitating a global understanding in the district's teachers, administrators, parents, and older students during Phase II. Based upon this foundation, the process is extended beyond a conceptual understanding of global realities to the critical levels of evaluating present practice and determining future reform: What we teach, how we teach, why we teach what we teach, and what will we renew and reform in light of our critical inquiry and education and our formulated school mission and goals. What will our blueprint for school renewal and reform be?

Within each district Education 2000's process model is designed to result in the following "outcomes":

1. The establishment within the district of an extensive resource collection, including background and instructional materials related to the goals of the project.

2. A statement of mission and goals for all educational programs developed through broad input by the community and professional staff.

3. A K-12 curriculum blueprint for all subject areas, based on an assessment of the adequacy of existing programs in meeting the adopted mission and goals.

4. An outline of objectives and priorities within all curricular areas based on the adopted curricular blueprint.

5. On-going summer staff development institutes tailored to the adopted goals and curricular blueprint.

6. Course outlines and units of instruction developed by staff during curriculum-writing workshops.

7. Completed pilot testing of units and courses.

8. Completed outlines and units of instruction for all curricular strands within blueprint.

9. Baseline data collected for on-going assessment of the effects of the project in terms of student outcomes.

10. Completed documentation and case study of the project's processes and their effects for dissemination to larger education community.

11. Three- to five-year plan in place for on-going support, implementation, and documentation of project outcomes.

The primary assumption of the Education 2000 project, and the basis of its research design, is that school change may occur through the implementation of the process model describe above. Through the local school district's stakeholder's critical inquiry, self-education, cooperation, empowerment, and shared decision-making, and through their partnerships with other educational institutions and with adequate time and resources, substantive educational change can occur.

To document the Rural Minnesota project and to provide the framework for possible replication three essential questions for evaluating the results of the project have been formulated as the central foci of the Education 2000 research design:

How does the community and educational context in which the model is implemented affect the outcomes of the project?

How does the Education 2000 model lead to decisions for changing (or not changing) schools and their programs?

To what extent does the Education 2000 model impact on district-wide structures, school programs, classroom practice, and educational outcomes?

CHAPTER 4
RESEARCH PLAN OF EDUCATION 2000:
A NATIONAL MODEL SCHOOLS NETWORK

INTRODUCTION

Education 2000 is a **school renewal** project rooted in global education. It features a process for school improvement that engages educational stakeholders in addressing the central question: What kinds of schools and schooling will our children need for their life in the twenty-first century?

Within the process for addressing this question we have incorporated the best of what we know from experience and research to support schools in undertaking the very difficult process of educational reform and renewal. One such element is specifically designed to address what has been identified as one of the major problems of schools today:

> Data from a Study of Schooling make clear that what students take as curriculum in school is rarely guided by some kind of overarching conceptual framework (a curriculum document, if you will that defines the domains and both the comprehensiveness and the balance that each student's curricular encounters should reflect.[1]

This problem will be met by centering each of the locally developed models on a curricular "blueprint," an over-arching curricular document which will be expressly developed in response to the question: In our community, what should schools be teaching, and students learning, in preparation for life, work, and citizenship in today's changing world? This blueprint is intended to meet the need for a guiding document that will aid in making decisions about substance, practice, and structures as educational reform strategies are implemented locally.

This project will also directly involve teachers and administrators, working together, in developing educational reforms that will directly impact educational outcomes. While our process involves a district-wide strategy for educational reform, our target in the Education 2000 project is the individual school -- the unit that a growing body of literature on school renewal has identified as the most promising for mounting and maintaining programs for quality and equitable

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1 Goodlad, John. "A New Look at an Old Idea: Core Curriculum." *Educational Leadership.* January, 1987.

education. Our strategy, following this approach, treats the school as a total culture in which administrators and teachers must, if change is to occur, be attuned to the social context (not just locally, but broadly) beyond the school system and connected to the relevant sources of knowledge regarding teaching and learning.[2]

This strategy engages the educational stakeholders in a process of critical inquiry, a process characterized by reflection on current practice and identifying needs for additional knowledge. In the Education 2000 project, this process is extended beyond critical inquiry about practice to include questions of what we are teaching, why we are teaching it, and what additional knowledge is needed to aid in making decision related to curricular substance. To facilitate this, our model provides a conceptual framework which is designed to stimulate thinking about what students need to know about contemporary world systems, human values and cultures, the persistent problems and issues of our time, and the historical antecedents that have lead to today's globally interdependent world.

In the ecological view of school renewal upon which the project is based, change is promoted from within the school rather than being imposed from outside. However, as the research of Heckman and others illustrated, renewing-schools do not renew themselves alone, even when the impetus for change comes from within[3] Heckman had concluded that "the support of a hub-like agency is one of the necessary conditions for sustaining inquiry and renewal in the schools." Moreover, he has identified six necessary, but not sufficient conditions that must be met if the process of critical inquiry within schools its to result in educational reform that reaches beyond the classroom door. These conditions, and the ways in which the project will meet each of them, are summarized below:

- **Norms and support mechanisms for renewal must exist outside a single school.**

  ED 2000: Meets this condition by creating a national network of six partnerships and locally, by community involvement, by developing a district-wide blueprint, and by attending to organizational support structures.

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2 Goodlad, John, ed. *The Ecology of School Renewal.* National Society for the Study of Education. University of Chicago Press. 1987.

3 Heckman, Paul. "Understanding School Culture," in *Ecology of School Renewal.*

- **The district and others must accept the school as the focus for educational reform.**

  ED 2000: major elements -- strategic planning, blueprinting, and program implementation strategies -- are all focused on school- and classroom-level change.

- **The hub-like agency, as a stimulant for thinking beyond artificial improvements, must serve as an alternative drummer.**

  ED 2000: the American Forum plays this role. The model is designed to stimulate new ways of thinking about the needs of students in a changing world.

- **Because schools are systems, solutions must be aimed at more than single problems.**

  ED 2000: The local blueprint for curriculum, is designed to take the broadest systemic view rather than focusing on single problems.

- **The means of describing current practice and assumptions must be available.**

  ED 2000: Features a research partner for each local district in this role.

- **Ways of identifying new knowledge for promoting renewal must be available.**

  ED 2000: University partners to local schools fulfill this function.

The most basic of assumptions, then, upon which Education 2000 is built has to do with how school change takes place: that id educational stakeholders are empowered to change -- through a process of self-education, critical inquiry, support of partners, adequate time and resources -- change can occur.

This assumption about school change is at the heart of the research and documentation tasks of the project and, in fact, becomes our major hypothesis and the focus of data collection and information gathering activities. Following from this assumption, each of the districts, at point A when the project begins, will move to another point, B, by the time the process is completed:

(the Education 2000 process)
(the context) A----------> B (the impact)

In order to test the hypothesis that implementing the Education 2000 model does, in fact, lead to change, then the research design for the project must achieve a common set of tasks for addressing the project's central research questions within each of the partnerships. The Education 2000 research design is focused on three central questions for evaluating the results of the project:

> How does the community and educational context in which the model is implemented affect the outcomes of the project?
>
> How does the Education 2000 model lead to decisions for changing (or not changing) schools and their programs?
>
> To what extent does the Education 2000 model impact on district-wide structures, school programs, classroom practice, and educational outcomes?

DATA COLLECTION

The following paragraphs describe the strategies for answering each of these questions. Our goal in this design is to provide information that will not only help assess the effects of the project in each of the communities but also to provide the basis for generalizing about the effect across community borders and for identifying the circumstances and conditions that materially effect the project outcomes.

Context Measures

Within each of the partnerships we need to describe the context in which the project is undertaken. For the purpose of our research design we are limiting the context to the local community of which the schools are part and the educational context in which the project unfolds.

In describing the community as context, we will limit our measures to those variables holding the greatest promise for impacting on the success of the project. These include the demographics of the community (e.g. income, age, ethnic make-up); the community's economic bases; attitudes toward local, national, and world issues; and attitudes toward education and the local schools.

Much of the demographic and economic data is readily available from state and local agencies. The project, with the help of consultants and research partners, is developing instruments and protocols for collecting data on community attitudes through surveys and interviews.

In describing the educational contexts for the project we will gather information about the people (demographics and attitudes) who make up the school system, the

schools' history of change and innovation, and the relationship between the local schools and the state's support for and control of education. As with information about the community much of the demographic stat that is needed is available locally or from state agencies. Attitudinal data will be collected by survey. Historical data will be gathered through selected interviews and document analyses as will the needed information about state mandates and levels of support.

Process Measures

The process measures employed in our research plan are aimed at three outcomes: documentation of how the steps in the Education 2000 process are followed and adapted in each site; a description of how decisions affecting project outcomes are made; and an analysis of the decisions that are made -- both inside and outside the formal process -- in terms of their staying power and effects.

The nature and complexity of documenting these outcomes require the use of combined qualitative and quantitative methodologies. Therefore, we are developing protocols for documenting the process and for tracking local decisions that will enable us to understand and interpret quantitative data on the decision-making process and the nature of decisions made. Among the mixed methodologies to be used as process measures will be anecdotal records of meetings and decision logs combined with surveys and interviews of program participants and decision-makers.

An additional part of describing the process will be to document the interventions that are made from outside -- e.g. consultations, workshops, etc. -- and to determine their effects. Some of these interventions will come from the American Forum and the leadership of the project while others may come from other project partners, such as the partner university, resource center, or state department of education. Our strategy will be to ensure that all such interventions, regardless of their source, are evaluated, with the resulting data used as both formative information and as part of the overall procedure of documentation and research.

Impact Measures

Ultimately, to test the hypothesis that implementing the Education 2000 model leads to change will require measurement and description of its impact in four broad areas: structures, programs, practice, and educational outcomes. To accurately measure and describe the impact of the project in these areas will require the collection of baseline information and data at early stages in the project and the collection of follow-up data at appropriate times after decisions and innovations have been made and implemented.

One area of interest related to impact is in the extent to which the project will affect the organizational structures within participating schools and districts. We are particularly interested in the impact on decision-making structures (e.g. do these structures become more participatory as a result?); on social structures (e.g. do the ways that people within the schools work together change?); and on educational support structures (e.g. are approaches to staff development and personnel supervision and evaluation affected by the project?).

The approach to collecting information relative to impact on these structures will also use a combination of qualitative and quantitative measures with an emphasis on documenting the contingencies associated with changes. Checklists for evaluating the support structures in the project have been provided in the project's handbook. These checklists will be used as the framework for collecting information and as the basis for developing protocols for organizing that information. Data will be collected through analysis of documents, such as policy manuals and supervision instruments: observation; interviews; and surveys.

The second area of interest is in the impact of the project on programs. In fact, this may be the most important variable in the research design since the central question in the Education 2000 process is that of substance: What should schools be teaching to prepare their students for the 21st century? Moreover, the project has been conceived to reflect a principle of consistency that posits that structures and practices should follow from and reflect what is being taught.

On one level, our strategy will be to undertake a comparative analysis of the formal curriculum as it exists when the project gets underway and as it nears completion. The pre-intervention measures will involve analysis of the general aims of the intended curriculum as manifested in mission and goals statements and curriculum guides and of adopted textbooks for content and objectives. The post-intervention analysis will follow Lewy's[4] stages of curriculum development and evaluation and will focus on the curricular blueprint that is the product of the project's second phase and on materials and documents that are developed and acquired in subsequent stages of the project. This evaluation will include criteria related to the goals of the project, the methods and processes embedded in the blueprint (e.g. student-centeredness) and the fit of the resulting curricula to standards-based pedagogical, communications, and curricular principles.

Our strategy will also include a pre-/post analysis of the "real" curriculum. The methods will include content analysis of course planning documents, repeated classroom observation over the life of the project; student records, worksheets, and projects; teacher interviews and portfolios; and project-generated tests.

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4 Lewy A. *Handbook of Curriculum Evaluation.* UNESCO. 1977.

The third area of interest is in the impact of the project on classroom practice. We are particularly interested in the impact on the instructional strategies used by teachers including such techniques as interactive strategies, the use of cooperative groups, use of divergent questions, attention to students' multiple abilities, and student-centered methods. Our research methodologies will include collection of baseline data and repeated measures of teaching practices using observation protocols, interviews, and surveys of students and teachers.

The fourth area of interest is educational outcomes, the ultimate test of the project's impact. While the primary focus of our assessment will be on the knowledge, skills and attitudes of students, we are also interested in the impact of the project on teachers' knowledge, skills, and attitudes as well.

We will use a variety of measures to assess educational outcomes. Some of these will be the common measures of achievement that are already being used within the participating schools. Other measures, criterion-referenced to the outcomes sought by the project, will be used to assess conceptual development, attitude formation, critical thinking, and the teaching and learning of literacy. Research instruments and methods in these areas will come primarily from our research partners and consultants. Some are currently being developed and piloted, while others have been used by them in previous research. Examples are performance measures of knowledge and skills, conceptual-mapping exercises, and problem-solving measures. The project will favor measures involving the use of curriculum-embedded tests, i.e. activities and exercises that can serve as a learning experience but can also be analyzed as a source of information about student achievement or performance.

In addition, the American Forum in collaboration with the Educational Psychology Department at the University of Minnesota will, over the next year develop and pilot test another common measure of outcomes for the project: a test of global literacy (TGL). The TGL will reflect the conceptual framework for curriculum development that is at the center of Education 2000. The test items will assess both knowledge and attitudes with a focus not only on specific information, but also conceptual attributes, systemic relationships, cause and effect, and time and space related to human values and cultures, world systems, persistent problems and issues, and world history. We intend for the TGL to be ready for use in the project beginning in the Fall of 1990.

RESEARCH PARTNERS

For each of the existing partnerships that comprise the Education 2000 network, we have identified a research partner to coordinate and carry out the evaluation

activities locally. As we add two additional partnerships to the network by the Fall of 1990 we will identify similar research partners for those sites.

Through subcontract, responsibility for the local research activities will be delegated to these partners. Specifically, they will be asked to participate in refining the research design, to assist in the development of research instruments and procedures, to be responsible for the collection of data related to each of the project's research questions, to compile and analyze data and information for the local partnership, to provide the data and analysis to the national research coordinator, and to participate in the project-wide analysis and dissemination of the results of the project.

In Minnesota, the research activities will coordinated and carried out through the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota. Since each of the local districts has formed a partnership with a nearby state university, some of the research activities will be undertaken in collaboration with interested professors from those universities.

The Institute for Literacy Studies (ILS) a research unit of the City University of New York located on the campus of Lehman College had been identified as the research partner for both Weston, Connecticut and Yonkers, New York. Because Weston,as a pilot site for the process is well into the project, the research design will be somewhat modified to fit that circumstance. In Yonkers, the ILS will work collaboratively with professor from Pace University, the partner university to the school district.

For the Chicago partnership, the Chicago Panel on Public School Policy and Finance has been identified as the research partner. The Panel will work closely with researchers from Northwestern University and with professors from the local partner universities for each of the participating school cluster sites.

Each of the research partners brings their own particular perspective and strength to the Education 2000 research collaborative. For example, CAREI emphasizes applied research in cooperation with school personnel. ILS is a leader in developing alternative assessment and research methods, particularly in assessing critical thinking and literacy development. The Chicago panel has a long history in researching organizational structures, school finance, and educational outcomes.

In addition, the American Forum, as overall coordinator of the evaluation, will have the services of two outstanding evaluation consultants. Dr. Judith Torney-Purta of the University of Maryland will continue to work with us in refining the overall research design and in reviewing instruments and procedures for collecting data as they are developed. In addition, she will play a major consultative role in the development of the Test of Global Literacy.

Dr. Giselle Martin of Stanford University will provide on-going oversight of the research and evaluation process over the life of the project. She will oversee and coordinate the development of instruments and procedures as well as the centralized compilation and analysis of data at the national level. She will visit each of the partnership sites periodically to assess how well the research design is being implemented and to offer advice and suggestions for more effective implementation and compilation of data. She will also be on call to the project director and to the local partners for guidance and advice as needed.

To take advantage of the strengths of the research partners and consultants both in refining the overall design and in designing methods and procedures, we will host a research planning-conference during October 1989, to be held in Chicago or Minneapolis. The conference will involve the project director, the directors of each existing partnership, the lead researchers from each of the research partner, and the national research consultants in designing the research processes and procedures which will provide the necessary uniformity in data collection. In addition, we hope t o be able to delegate responsibility for developing certain procedures and instruments to our research partners appropriate to their interests and expertise. This conference will result in a research agenda owned by all the sites, a communications structure for data collection and analysis, and coordination of specific research and evaluation projects.

TIMELINE AND PRIORITIES

In developing the research and documentation timeline for the project, we have attempted to accommodate several needs. One is to spread the tasks over a time frame that is manageable. Another is to establish an order to the tasks that will maximize the usefulness of the collected data both for formative evaluation as the project unfolds and for answering the principle research questions when the project is completed.

An overview of the timeline is presented on the last pages of this document. The duration of 12 quarters corresponds to the three phases of the project, each lasting approximately one year. The lines opposite each of the research tasks is intended to show the approximate beginning point for each and, more importantly, the point by when the task should be completed to ensure either the usefulness of the data for formative assessment or their validity in determining effects.

The timeline place a high priority on collecting the majority of the data on the community and educational <u>contexts</u> during the first phase. Much of this information will be useful to those leading the project, especially in adapting the processes to the local contexts. Moreover, to complete this major task during the

early stages of the project will allow the researchers to focus more fully on the other priorities during the following years.

Documenting the process will be a continuous task throughout the project. However, as the project progresses this task will become more complex. The first phase of the project will primarily involve monitoring the decisions of the project steering committee. In Phases II and III, community groups, additional working committees at district, school and grade levels, as well as boards of education will increasingly become part of the process, making decisions that are likely to effect project outcomes.

Timing is of special importance in undertaking the impact measures for the project. The major consideration in developing the timeline is to ensure that baseline data is collected in each of the areas of impact before project activities have had an effect.

The area where activities are expected to have the earliest impact is that of structures. By virtue of joining the project -- a process that required the assent of boards, administrators, and teachers -- a district may have already begun to alter its decision-making structures. Moreover, the process itself calls for the steering committee to give attention, during the development of a strategic plan, to those district support structures necessary for the project to succeed. For these reasons, we feel that collecting the baseline data on support structures should be completed by the end of Phase I.

We expect to see an impact on programs begin to emerge during the second half of Phase II with the development of the curricular blueprint. Therefore, our timeline specifies that baseline data be collected prior to the beginning of that part of the process. Similarly, we do not predict a widespread impact on classroom practice until after staff development activities take place following completion of the baseline data in this area.

The last area likely to be impacted is student outcomes. In fact, it is probably not reasonable to expect a measurable impact until several years after new programs have been put in place. Thus our timeline provides until early Phase III for completing the collection of baseline data in this area.

In thinking of the logistics for carrying out the data collection related to each of the research questions, it should be noted that certain instruments and procedures will provide information in several areas. For example, survey instruments can be designed to provide contextual information on teacher attitudes toward world issues and baseline data on teacher perceptions of decision-making and support structures. By using instruments and procedures that are multi-purpose we will decrease the complexity of managing the research tasks while making more efficient use of the resources of our research partners.

It should be also noted that the evaluation and research design will remain flexible enough to accommodate unanticipated outcomes which are likely to occur given the openness of the model being used in the project. One way that we will accommodate this need will be through the on-going documentation of teachers' changing knowledge, skills, attitudes and perceptions through the life of the project.

TIMELINE AND INSTRUMENTS USED BY EDUCATION 2000

CONTEXT VARIABLES

Community Context

Timeline: Quarters 1-4

Variables: Demographics of the community (income, age, ethnic make-up, economics base); attitudes towards local, national and world issues; attitudes towards education.

Measures:
1. Surveys of community concerns, educational goals and attitudes towards education.
2. Documentation and statistical information
3. Interviews of principals and teachers

School Context

Timeline: Quarters 1-4

Variable: Demographic data (ethnic distribution, gender distribution, staff age and experience); history of change and innovations, relationship between school and other entities.

Measures:
1. Survey of school concerns, educational goals and attitudes towards education
2. Documentation and statistical information
3. Interviews of principals and teachers

PROCESS VARIABLES

Timelines: Quarters 1-12

Variables: Changing roles and responsibilities, decisions made and actions taken of decision-makers and other stakeholders (including Board of Education, district and school administration, teachers union, PTA, funders, universities, and stake agencies).

Measures:
1. Documentation via log records of meetings
2. Survey of steering committee members (with the inclusion of teachers by Quarter 8).

IMPACT VARIABLES

Structures

Timelines:	Pre-measures:1-4 Post measures: Quarters 6-8
Variables:	Decision-making and support structures
Measures:	Document analysis of manuals and supervision documents, observations, interviews and surveys of teachers and administrators.

Programs

Timeline:	Baseline: Quarter 2-6 Impact: Quarters 9-12
Measures:	Content analysis of curricula, interviews and surveys of teachers, classroom observations, document analysis of teacher portfolios and student-generated materials.
Variables:	Curriculum content, processes generated by using or learning the curricula (e.g. student participation in certain activities, interest in the curricula, etc.), and curriculum outcomes.

Classroom Practices

Timelines:	Baseline: Quarters 5-8 Impact: 10-12
Variables:	Use of interactive teaching strategies, student-centered methods, attention to multiple abilities, use od divergent questions.
Measures:	Classroom observations, pre- and post-surveys, interviews of teachers.

Educational Outcomes

Timeline:	Baseline: Quarters 6-8 Impact: Quarters 10-12
Variables:	Students' and teachers' knowledge, skills, and attitudes, conceptual development, attitude formation, critical thinking, and literacy skills.
Measures:	Performance measures of knowledge and skills, conceptual mapping exercise, problem-solving measures, curriculum-embedded tests.

CHAPTER 5
EDUCATION 2000: PROJECT MANUAL
APRIL 1990

BACKGROUND AND OVERVIEW OF THE PROJECT

Education 2000 is an initiative of the American Forum for Global Education. It is a national project which supports and links school districts who are engaged in designing educational programs that will provide the kind of learning environments and experiences needed by students in a rapidly changing world. Our goal is to facilitate the design of local models which can be shared with the larger educational community.

The Education 2000 project has its origins in the recommendations of the National Commission on Global Education contained in the report, The United States Prepares for its Future. Rooted in the perspectives of global education, this school change project features a process for engaging educational stakeholders in designing the kinds of schools and schooling children will need for their life in the twenty-first century.

The Education 2000 process incorporates the best of what we know from experience and research about the very difficult process of educational change and renewal. At its core, the process has been specifically designed to address one of the major deficiencies of schools today -- the lack of an overarching blueprint to guide educational planning and decision-making. As John Goodlad has pointed out, "what students take as curriculum in school is rarely guided by some kind of overarching conceptual framework (a curriculum document, if you will) that defines the domains and both the comprehensiveness and the balance that each student's curricular encounters should reflect."[1]

This deficiency is addressed in the Education 2000 project by centering local efforts on the development of an education "blueprint," an overarching curricular document which responds to the questions: What should students be learning, and schools in our community be teaching, in preparation for life, work, and citizenship in today's changing world? This blueprint is intended to meet the need for a guiding document that will aid in making decisions about substance, practice, and structures as educational design strategies are implemented locally.

While the process involves creating a district-wide infrastructure in support of educational change, the ultimate target in the Education 2000 project is the

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1. Goodlad, John. "A New Look at an Old Idea: Core Curriculum." *Educational Leadership*. January, 1987.

individual school -- the unit that a growing body of literature on school renewal has identified as the most promising for mounting and maintaining programs for quality and equitable education. Our strategy, following this approach, treats the school as a total culture in which administrators and teachers must, if change is to occur, be attuned to the social context (not just locally, but broadly) beyond the school system and connected to the relevant sources of knowledge regarding teaching and learning.[2]

This strategy engages educational stakeholders in a process of critical inquiry characterized by reflection on current practice and identifying needs for additional knowledge. In the Education 2000 project, this process is extended beyond critical inquiry about practice to include questions of what we are teaching, why we are teaching it, and what additional knowledge is needed to aid in making decisions related to what students should be learning and schools teaching. To facilitate this, the model provides a conceptual framework which is designed to stimulate thinking about what students need to know about contemporary world systems, human values and cultures, the persistent problems and issues of our time, and the historical antecedents that have lead to today's globally interdependent world.

Applying an "ecological" view of school renewal, Education 2000 promotes change from within the school rather than attempting to impose it from outside. However, as research and experience illustrates, schools experience great difficult in changing by themselves, even when the impetus for change comes from within. One of the necessary conditions for bringing about educational change is the support of a hub-like agency, like The American Forum, for sustaining inquiry and renewal in the schools.[3]

In addition, the research cited above has identified six additional conditions for the process of critical inquiry within schools to result in educational change that reaches beyond the classroom door. These conditions, and the ways in which the project will meet each of them, are summarized below:

- **Norms and support mechanisms for renewal must exist outside a single school.**

  ED 2000: Meets this condition by creating a national network of six partnerships and locally, by community involvement, by developing a

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2. Goodlad, John, ed. *The Ecology of School Renewal.* National Society for the Study of Education. University of Chicago Press. 1987.

3. Heckman, Paul. "Understanding School Culture." in *Ecology of School Renewal.*

district-wide blueprint, and by attending to organizational support structures.

- **The district and others must accept the school as the focus for educational reform.**

  ED 2000: major elements -- strategic planning, blueprinting, and program implementation strategies -- are all focused on school- and classroom-level change.

- **The hub-like agency, as a stimulant for thinking beyond artificial improvement, must serve as an alternative drummer.**

  Ed 2000: The American Forum plays this role. The model is designed to stimulate new ways of thinking about the needs of students in a changing world.

- **Because schools are systems, solutions must be aimed at more than single problems.**

  ED 2000: The local blueprint for curriculum is designed to take the broadest systemic view rather than focusing on single problems.

- **The means for describing current practice and assumptions must be available.**

  ED 2000: Features a research partner for each local district in this role.

- **Ways of identifying new knowledge for promoting renewal must be available.**

  ED 2000: University partners to local schools fulfill this function.

The most basic of the assumptions, then, upon which Education 2000 is built has to do with how school change takes place: that if educational stakeholders are empowered to change -- through a process of self-education, critical inquiry, support of partners, adequate time and resources -- change can occur.

The project is being carried out through a network of local partnerships. The American Forum is the coordinating hub of this network. Locally these partnerships involve the participating school districts and their communities; institutions of higher education; educational resource centers; and state departments of education.

The most immediate and obvious results of the project will be the new and modified programs experienced by students in Education 2000 schools. But since research, documentation, and dissemination are central to Education 2000, the broader, long term effect will be to influence and strengthen school improvement efforts throughout the nation.

Those involved in Education 2000 utilize the process for curriculum development outlined in the American Forum's recent publication, Next Steps in Global Education: A Handbook for Curriculum Development. This publication, a companion to the commission's report, provides a framework and a process for K-12 curriculum development t the local level. It is designed to result in an overarching curriculum plan that crosses subject lines and grade levels.

In this process for curriculum development, school districts involve their communities in dialogue about local, state, national, and global realities as a basis for shaping the mission and goals of school programs. They develop curricular blueprints, set priorities for educational outcomes, develop plans for staff development to meet local needs for program planning and implementation, and provide support and resources for implementation.

Locally, the project proceeds through three phases. The first phase, which results in a strategic plan for the project, will be completed in the first year of the project. The second, in which an educational blueprint is designed, will generally require at least 12 months to complete. In some cases more time will be required depending upon the time and resources made available to those available. The final phase -- implementation -- may begin at the end of the second year as staff development and curriculum writing activities are initiated to carry out the blueprint. Because of the nature of the blueprint as a long-term guide to programmatic design and decision-making, implementation will necessarily be a long-term and open-ended process encompassing three to five years or even longer.

The activities of Phase I are intended to result in a strategic plan for carrying out the program design and implementation of activities of Phases II and III. In this phase, the project's primary actors are the members of the project steering committee. This committee is charged with transforming itself, through self-education activities, into a panel of experts, with developing a project resource center, and with developing a plan and supportive infrastructure for program design and implementation. The specific tasks and activities of Phase I are outlined in part three of this document.

The outcome of Phase II is an educational blueprint which will be used to design curricular programs, to guide instructional practice, and to organize institutional structures. In this phase the focus shifts from the internal work and preparation of

the steering committee to broad involvement of the professional staff and community in developing the blueprint. The success of the project requires the broadest possible involvement in setting the schools' mission and goals; assessing needs and collecting baseline data; program planning' and designing curriculum and staff development. The specific components of the blueprint, and the tasks necessary to their development, are outlined in part four of this document. Phase III of this project involves the on-going work of implementing the educational blueprint. The specific tasks to be undertaken in this phase will depend upon the specific elements of the local blueprint. However, each will require on-going staff development; curriculum writing; selection and development of instructional resources; piloting and revision of courses and resources; on-going data collection; and on-going oversight and monitoring of implementation strategies.

ROLES AND RESPONSIBILITIES IN EDUCATION 2000 PARTNERSHIPS

The School District

Throughout the life of the project, it will be the responsibility of the school district to ensure that the Education 2000 project remains as the highest priority for curriculum development and school restructuring. Operationally, this means that as the district engages in on-going curriculum efforts, policy initiatives, organizational changes, and other special projects it should, to the extent possible, avoid duplication or conflict with the aims and tasks of the project.

The school district will identify a project coordinator to give leadership to the project and coordinate its activities with other project partners and the Education 2000 network. The district will assemble a steering committee for the project which will be responsible for planning and for coordinating project activities within the district. The district will be responsible for assuring the widest possible involvement of the community and district professionals in project activities. To the extent possible, the district will allocate existing resources to planning and staff development activities. Grant funds will be sought to supplement the district commitment to project activities.

The **project steering committee** should be broadly representative of the educational stakeholders within the district and the larger community. The steering committee should include representatives of the various levels and interests of the teaching staff, building and district administration,, the board of education, parents, businesses and other community interests. In addition each of the partners to the project should hold a seat on the steering committee.

The steering committee holds the responsibility for guiding the project. Its goal will be to oversee and facilitate the development and implementation of an

"educational blueprint" for the project. During the first year of the project the committee will undertake a number of self-educational and critical inquiry activities to transform itself into a panel of experts on demands of the twenty-first century on schools and schooling, on approaches to organization and school change, on state-of-the-art practice in curriculum and instruction, and on existing district and community structures and needs. At the same time the committee will be expected to develop a "strategic plan" which will spell out the process to be used in designing an educational blueprint for the district. The committee will oversee the process for design of the blueprint during the second year of the project and its implementation in the final phase of the project.

The steering committee will be granted full autonomy to carry out its responsibilities to the project. However, the final authority for adopting structural and programmatic changes remains with the board of education and district administration. It will be the responsibility of the steering committee, therefore, to keep the administration and board apprised of their plans and progress and to recommend for their approval and adoption, at appropriate times in the project, documents, policies, and changes in program and structures resulting from the project's efforts.

The **district coordinator** of the project will function as the executive director for the project's steering committee. She/he will be responsible for facilitating the work of the committee, for communicating with the other partners, with the administration and board, and with other stakeholders in the district and community. The coordinator will oversee the development of a district resource center and the financial affairs of the project. In addition, she/he will coordinate and facilitate the project's documentation and research tasks within the district, the training and leadership functions of The American Forum, and self-education activities of the steering committee.

The American Forum for Global Education

The American Forum brings to the project the conceptual model and the process for school change that drive the Education 2000 project. Throughout the project, the American Forum assumes responsibility for interpreting the model and process through the project's handbook, Next Steps in Global Education, and through a project leadership manual and other documents as needed. The American Forum will, through individual consultations and training sessions, work with district personnel and representatives from the other partners to ensure a common understanding of the project and its aims.

The American Forum will, as appropriate, assist the other partners in proposal writing and other means of finding external funding for the project. In addition, representatives from The Forum will make periodic site visits to assess progress, to

work with the other partners in assuring the integrity of the Education 2000 model, and to gather information that will lead to further refinement of the mode. During those visits, the representative will, whenever possible, participate in meetings of the steering committee both to assist in whatever ways are possible and to foster the sense that the project is not only a local effort but is part of national network.

As the coordinating center of the Education 2000 network of local partnerships, the American Forum will facilitate communication among all the partners through an electronic network, through a project newsletter, and through annual meetings which will bring representatives from each of the sites together for mutual learning and problem solving. It will also provide a design for the research and documentation efforts of the project and oversee these efforts within each of the partnerships. Dissemination of the project's results to the larger educational community will be part of these efforts.

The Local Coordinating Partner

In most Education 2000 partnerships, a local educational resource center will serve as the coordination and resource partner within the Education 2000 partnership. A representative from that organization will act as the local or regional director of the Partnership for Education 2000. (Note: in the Yonkers Education 2000 partnership, this role is being played by the American Forum.)

Operationally, the coordinating partner will represent the American Forum and the national project in day-to-day activities within the district. They will be responsible for coordinating the activities of the school districts with the American Forum's national model schools network and will serve as the communication link from the national project to the local effort. They will also take a lead role in finding external funding in support of project activities.

The coordinating partner will provide on-going consultation and training to the local project leadership and to the steering committee especially in effective organization, collaborative decision-making, team-building, and strategic planning. In addition, they will have major responsibility for ensuring the integrity of the Education 2000 model as it is played out through the activities of the participating districts. They will assist the other partners in identifying human resources within the area for self-education, consultation with process and structure, and staff development.

The coordinating partner will work with the other partners -- especially the university partner, the state department of education, and the research partner -- to ensure a common understanding of the project and its aim and to facilitate an effective role for each of them. They will be responsible for communicating the

needs and progress of the local partnerships to the American Forum and for communication and networking among the local partnerships.

The Partner University

The school district, in cooperation with the coordinating partner and the American Forum, will identify a partner university for the project. The university's activities will be coordinated through the college of education which will provide at least one faculty member to serve on the district steering committee. The partner university will be asked to provide the district access to its resources and give leadership to staff development and curriculum development efforts.

State Department of Education

The project will invite the State Department of Education to become a partner in the project in order to establish linkages with the multiple resources it has to offer for staff development, resource and material selection, and curriculum development. The project's projected outcomes may be utilized in school renewal efforts within the state's schools. In addition, the Department can play a major role in the dissemination of project results to other schools throughout the state.

OVERVIEW OF TASKS AND EVENTS: PHASE I

The central task of Phase I is the development of an Education 2000 strategic plan. The strategic plan, which will identify the strategies, events, participants, and timing involved in developing an educational blueprint for the district and for its implementation, will be developed by a project steering. However, before this central task can be undertaken there are a number of preliminary and intermediate tasks to be completed by the administration and project leadership and the committee itself.

Preliminary Tasks

The first step towards accomplishing the tasks in Phase I are to appoint a steering committee and to provide them with orientation and training for the Education 2000 project and their roles and responsibilities. The selection and appointment of the steering committee will be the primary responsibility of the local administration while orientation and training will be provided by the American Forum in cooperation with the local coordinating partner.

1. Forming a district steering committee

   Developing procedures for identification and selection of members of the steering committee is the responsibility of administration in cooperation with the American Forum and the local coordinating partner. The procedures may involve leadership from bargaining units for teachers and administrators. They should ensure broad representation of teachers and administrators and should provide for representation from parents and community groups, business, and other stakeholders. Numbers should not exceed twenty-five, if possible. Final appointment should be made by the local board of education.

2. Orientation

   Soon after their appointment, the steering committee should receive orientation to the Education 2000 project and to their roles and responsibilities. This orientation is most effective when done in an informal setting. It should emphasize the goals of the project and its importance to the district and to transforming educational programs at the school and classroom level. Jointly planned by the school district, the American Forum, and the coordinating partner, the orientation session should communicate to committee members that this project holds the highest priority for the district and that the committee is being granted sufficient autonomy and resources to complete their work.

3. Providing initial training

   As part of their preparation for undertaking leadership in the project, the steering committee will be provided initial training in visioning, group processes, team-building, and shared decision-making. This training will be provided at an intensive two day retreat which will be planned and facilitated by the American Forum in cooperation with the local coordinating partner.

Intermediate Tasks

Before the steering committee begins the process of developing its strategic plan for the project, they will be asked to complete a number of intermediate tasks to provide effective organization and structure for completing their tasks and to ensure that their work is informed by self-education and critical inquiry.

1. Organization and structure

   At an early stage in their work the committee will need to develop procedural and organizational structures to facilitate their work. Included will be the following tasks:

   Deciding on decision-making procedures.

   Setting goals, both for the project and for the work of the steering committee.

   Deciding on working structures, including forming an executive committee and identifying and forming sub-committees.

2. Self-education.

   The steering committee is to become the in-district panel of experts in a number of areas related to the goals of Education 2000. Therefore, the steering committee is expected to develop and carry out an agenda of "self-educational" activities that will inform their deliberations and planning. These areas should include the following:

   Local/national/global trends that impact on educational planning. The framework in Next Steps in Global Education suggests four areas for attention in self-education activities --1) global systems; 2) human values and cultures; 3) global problems and issues; and 4) a historical perspective.

   The latest in research, theory, and practice of organizational and school change.

   Innovative and state-of-the-art educational practice, including curriculum development and organization and current research on teaching and learning.

   Community and district needs, structures, organizations, resources, and programs relevant to the project.

   Other areas in which the committee feels the need for self-education.

The Strategic Plan

The most important outcome of the first phase of the project will be the strategic plan for developing an educational blueprint for the district. Before undertaking this task, it will be important for the steering committee to have a thorough

understanding of the process of strategic planning and of the components of the educational blueprint. To ensure this understanding, the steering committee will participate in a second training retreat which will be planned and facilitated by the American Forum in cooperation with the local coordinating partner.

The strategic plan will spell out how each component of the educational blueprint is to be developed. It will describe the objective, participants, and timing for each event or activity that will lead to the development of the blueprint's components. Upon its completion, the plan will be presented to the District's administration and board of education for their acceptance.

In constructing the strategic plan, the steering committee needs to keep in mind the goal of the project: to identify the attitudes, knowledge, and skills people will need to competently function as citizens in the 21st century and to recommend educational programs, instructional services, and organizational structures needed to meet these challenges in the district's schools. The steering committee's purpose is to develop and manage a process (a strategic plan) for achieving that goal.

The activities that will be part of Phase II of the project -- the objects of the strategic plan -- are designed to result in a curricular blueprint with the following attributes:

It will clearly articulate the **mission** of the public schools in the community.

It will state as **goals** the outcomes the district desires for all of its students.

It will identify the **means** the district will employ in pursuit of those goals, including programs (what is taught in the schools), practice (the preferred methodologies used in the schools), and support systems (the structures and organization to support the work of the professionals in the schools).

It will articulate and differentiate the relationship among goals and educational programs in elementary, junior high, and high schools.

It will include a plan that sets priorities, identifies activities, and established a time-line for implementing the blueprint through curriculum development activities, staff development, and recommended structural and organizational changes.

An overview of the tasks and suggested process for developing the blueprint is included in the next section of this document. In developing the strategic plan for accomplishing the tasks that will result in a blueprint, the steering committee will need, at a minimum, to address the following questions:

Involvement: Who needs to be involved and at what level? in planning? as a participant? as a contributor?

Timing: When should the event or activity take place? By when should the tasks be completed? What has to happen before or subsequent to the completion of the activity or task?

Support: Whose support is needed to ensure success? Does it require the sanction or endorsement of the Board? Of others? Are financial resources needed?

Communication: Who needs to be informed of the activity or task? Who is responsible? Media to be used?

The resource manual for the project, Next Steps in Global Education, has been provided as a major resource to the steering committee in putting together and carrying out its strategic plan. Chapter Three, for example, provides suggested strategies for developing a mission statement (see pages 53-59) as well as background readings to guide the process of developing a mission statement. Similarly, Chapter Five (pages 111-114) provides strategic considerations in the process of goal setting. Specific sections and chapters have been cross-referenced to the elements of the blueprint in the following section.

In summary, upon completion of Phase I the steering committee should have in hand a written strategic plan that will outline the activities, their objectives and outcomes, the participants, the strategies to be followed, and the timeline for constructing a curricular blueprint for the district's schools. The plan should reflect the goals of the project and the vision, insights and expertise the steering committee has developed through self-education activities. The plan should be in such a form that it serves as a means for communicating with the board, administration, and teachers about the directions of the project as well as serve as a guide to the continuing work of the steering committee itself.

COMPONENTS OF THE EDUCATIONAL BLUEPRINT

Mission Statement
(see Next Steps, Chapter 3)

Based on broad input (self-education activities, community forums, etc.) the "mission statement" should address the questions: What is the mission of schools in this community? In addressing that question, the mission statement should achieve that following:

1. Describe the conditions of the contemporary world (including local, state, and national conditions) that motivate the mission of the schools,

2. Describe a vision of the world of the future in which the community's children will be living,

3. Identify the needs of students in terms of developing the necessary knowledge, skills, attitudes, and values to function in the twenty-first century,

4. Define the role and responsibility of schools in meeting those needs,

5. Identify the other actors -- parents, community, business, governments, etc. -- and their roles and responsibilities in enabling schools to accomplish their mission; and

6. Identify the basic assumptions about the nature of knowledge, human development, and teaching and learning that are to be applied in carrying out the schools' mission.

District Statement of Primary Goals (Educational Outcomes)
(see Next Steps Chapters five and seven)

The Statement of Primary Goals should reflect and build on the district's mission statement. The goals should be state as the desired outcomes to be achieved by all students as a result of their experience in the school's educational programs. The statement of goals, when completed should reflect the following principles:

They should be limited to those goals deemed essential or most important for all students.

They should be state in terms of the desired characteristics of students resulting from their experience in educational programs.

They should be stated in terms of learning outcomes rather than as the means (institutional goals) for achieving them.

They should be comprehensive; that is, they should account for agreed upon domains of living (e.g. vocational, personal, academic, social/civic); domains of knowledge (e.g. human values and cultures, systems, problems and issues, historical perspectives, etc.); and domains of learning (e.g. knowledge, abilities, values, social participation).

Statement of Means (Intermediate Goals)

This section of the blueprint will identify the means for achieving the district's primary goals. The means, which may be though of as enabling or intermediate goals, need to be focused in three areas:

Program	The programmatic means will address questions related to what schools should be teaching to meet the state primary goal. These program goals will be most helpful if state in terms of themes, concepts, or domains rather than simply as subjects or disciplines. (see Next Steps, Chapters four, six, and eight)
Practice	The means identified within this category will address questions related to how teachers should be teaching if the stated primary goal is to be reached. These statements will be most helpful if they identify the preferred instructional strategies or methods consistent with the mission and goals and proceeding from program content. (see Next Steps, Chapters two, ten, and eleven)
Structure	Intermediate goals within this category will address questions related to the organizational and support structures needed to accomplish the primary goals and to support the implementation of other intermediate goals. (see Next Steps, Part IV)

This part of the blueprint will be most effective, and is most likely to be comprehensive, if it is organized in two different ways:

a. Organized by goals: specifies the programs, practice and structures needed for each primary goal.

b. Organized by program practice, and structures: identifies which of the primary goals are addressed by each intermediate goal.

In specifying the means for achieving the primary goals, the blueprint will articulate the unique role and responsibilities of each level or area of education. For each level or area the blueprint will identify the following:

a. The priorities related to the mission statement

b. Unique goals

c. Unique program responsibilities

d. Unique professional practice

e. Unique structural/organizational needs

f. Means for assessing success

Implementation Plan

The implementation plan identifies the priorities (goals and means), activities, and timelines for achieving the district's primary and intermediate goals. It will rank order and sequence the goals in terms of their projected order of achievement, identify the specific tasks and activities needed for achievement, and assign responsibility for carrying out the activities and tasks. The primary areas for activities and tasks will include the following:

a. School-wide/Level Curriculum Development Activities

b. Staff Development Activities

c. Structural and organizational change

d. Extending the process of critical inquiry.

BLUEPRINT: TASKS AND PROCESSES

TASK	PROCESS
Develop Mission Statement	Community discussion and input Broad professional discussion and input Assign to "professional" writer Board of Education ratification
Generate District Goals	Identify domains/categories for goals (see Next Steps) Develop process for generating goals, e.g. steering committee, faculty workshops, etc. De-link means from ends (but save those that are statements of means for later steps) Combine/refine Sort and categorize by agreed upon domains; identify gaps; add as appropriate Rate the priority of each statement (e.g. essential for all students; desirable for all students; important for most students, etc.) Draft final set of goal statements (limited to those identified as first priority) Submit to Board of Education
Identify Means for Primary Goals	For each goal identify (or re-link) means for achieving. May be stated as intermediate or enabling goals. Categorize each of the identified "means" as *program, practice,* or *structural* Develop a statement of means for achieving primary goals: *Programmatic means* – addresses "what's worth teaching?" based on mission and goals. May be organized thematically, by subjects, or domains (c.f. Next Steps, or Goodlad's domains.) *Professional Practice* – addresses the preferred instructional strategies/methods consistent with mission and goals and proceeding from program content.

Structural/organizational -- addressed the organization and support structures needed to accomplish mission and goals and to achieve the other intermediate goals. (c.f. Next Steps, Chapter 9)

(Note: Steering committees may wish to delegate all or pat of the above tasks to representative sub-committees working under their direction)

Differentiate goals and priorities for elementary, middle, and high school

Form task group that is representative of all levels of education in the district

For each level of education, i.e. Elementary, Middle (or Junior High), and High School develop a statement of the unique mission and priorities for that level including how it relates to earlier or subsequent levels. (c.f. Next Steps, Chapter 6)

For each level, identify the following:

Unique goals (outcomes)

The unique means for achieving those goals, including program, practice, and structures

Plan for assessing success in achieving goals

Needs Assessment

Develop and carry out a plan for critical inquiry with the following elements:

Description of current programs, practice, and structures

Assessment of congruence between intermediate goals (means) and current programs, practice, and structures

Projection of needed inputs and strategies to achieve congruence

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Implementation Plan

Develop a "strategic " plan -- including events, actions, and timeline -- for achieving each of the intermediate goals (means) comprising the blueprint. The plan should include the following:

A three-to-five year timeline for phasing in the various elements of the blueprint.

A plan for staff development focused on both program and practice.

A strategy for curriculum development including curriculum writing, resource selection, etc.

Recommendations for structural and organizational change.

A plan for extending the process to the building and classroom level.

Assessment strategies for both intermediate goals (means) and primary goals (outcomes).

THE RESEARCH PLAN

In order to test the hypothesis that implementing the Education 2000 model does, in fact, lead to change, then the research design for the project must achieve a common set of tasks for addressing the project's central research questions within each of the partnerships. The Education 2000 research design is focused on three central questions for evaluating the results of the project:

> How does the community and educational context in which the model is implemented affect the outcomes of the project?
>
> How does the Education 2000 model lead to decisions for changing (or not changing) schools and their programs?
>
> To what extent does the Education 2000 model impact on district-wide structures, school programs, classroom practice, and educational outcomes?

The following paragraphs describe the strategies for answering each of these questions. Our goal in this design is to provide information that will not only help assess the effects of the project in each of the communities but also to provide the basis for generalizing about the effects across community borders and for identifying the circumstances and conditions that materially effect the project outcomes.

Context Measures

Within each of the partnerships we need to describe the context in which the project is undertaken. For the purpose of our research design we are limiting the context to the local community of which the schools are part and the educational context in which the project unfolds.

In describing the community as context, we will limit our measures to those variable holding the greatest promise for impacting on the success of the project. These include the demographics of the community (e.g. income, age, ethnic make-up); the community's economic bases; attitudes toward local, national, and world issues; and attitudes toward education and the local schools.

In describing the educational contexts for the project we will gather information about the people (demographics and attitudes) who make up the schools system, the schools' history of change and innovation, and the relationship between the local schools and the state's support for and control of education. As with information about the community much of the demographic data that is needed is available locally or from state agencies. Attitudinal data will be collected by survey. Historical data will be gathered through selected interviews and document analyses as will the needed information about state mandates and levels of support.

Process Measures

The process measures employed in our research plan are aimed at three outcomes: documentation of how the steps in the Education 2000 process are followed and adapted in each site; a description of how decisions affecting project outcomes are made; and an analysis of the decisions that are made -- both inside and outside the formal process -- in terms of their staying power and effects.

The nature and complexity of documenting these outcomes require the use of combined qualitative and quantitative methodologies. Therefore, we are developing protocols for documenting the process and for tracking local decisions that will enable us to understand and interpret quantitative data, such as shifts in knowledge or attitudes nature of decisions made. Among the mixed methodologies to be used as process measures will be anecdotal records of meetings and decision logs combined with surveys and interviews of program participants and decision-makers.

An additional part of describing the process will be to document the interventions that are made from outside -- e.g. consultations, workshops, etc. -- and to determine their effects. Some of these interventions will come from the American Forum and the leadership of the project while others may come from other project partners, such as the partner university, resource center, or state department of education. Our strategy will be to ensure that all such interventions, regardless of their source, are evaluated, with the resulting data used as both formative information and as part of the overall procedure of documentation and research.

Impact Measures

Ultimately, to test the hypothesis that implementing the Education 2000 model leads to change will require measurement and description of its impact in four broad areas: structures, programs, practice, and educational outcomes. To accurately measure and describe the impact of the project in these areas will require the collection of baseline information and data at early stages in the project and the collection of follow-up data at appropriate times after decisions and innovations have been made and implemented.

One area of interest related to impact is in the extent to which the project will affect the organizational structures within participating schools and districts. We are particularly interested in the impact on decision-making structures (e.g. do these structures become more participatory as a result?); on social structures (e.g. do the ways that people within the schools work together change?); and on educational support structures (e.g. are approaches to staff development and personnel supervision and evaluation affected by the project?).

The second area of interest is in the impact of the project on programs. In fact, this may be the most important variable in the research design since the central questions in the Education 2000 process is that of substance: What should schools be teaching to prepare their students for the 21st century? Moreover, the project has been conceived to reflect a principle of consistency that posits that structures and practice should follow from and reflect what is being taught.

On one level, our strategy will be to undertake a comparative analysis of the formal curriculum as it exists when the project gets underway and as it nears completion. The pre-intervention measures will involve analysis of the general aims of the intended curriculum as manifested in mission and goals statements and curriculum guides and of adopted textbooks for content and objectives. The post-intervention analysis will follow Lewy's[4] stages curriculum development and evaluation and will focus on the curricular blueprint that is the product of the project's second phase and on materials and documents that are developed and acquired in subsequent stages of the project. This evaluation will include criteria related to the goals of the project, the methods and processes embedded in the blueprint (e.g. student-centeredness) and the fit of the resulting curricula to standards-based pedagogical, communications, and curricular principles.

Our strategy will also include a pre-/post analysis of the "real" curriculum. the methods will include content analysis of course planning documents, repeated classroom observation over the life of the project; student records, worksheets, and projects; teacher interviews and portfolios; and project-generated tests.

The third area of interest is in the impact of the project on classroom practice. We are particularly interested in the impact on the instructional strategies used by teachers including such techniques as interactive strategies, the use of cooperative groups, use of divergent questions, attention to students' multiple abilities, and student-centered methods. Our research methodologies will include collection of baseline data and repeated measure of teaching practices using observation protocols, interviews, and surveys of students and teachers.

The fourth area of interest is educational outcomes, the ultimate test of the project's impact. While the primary focus of our assessment will be on the knowledge, skills and attitudes of students, we are also interested in the impact of the project on teachers' knowledge, skills, and attitudes as well.

We will use a variety of measures to assess educational outcomes. Some of these will be the common measures of achievement that are already being used within the participating schools. Other measures, criterion-referenced to the outcomes

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4. Lewy A. *Handbook of Curriculum Evaluation.* UNESCO. 1977.

sought by the project, will be used to assess conceptual development, attitude formation, critical thinking, and the teaching learning of literacy. Research instruments and methods in these areas will come primarily from our research partners and consultants. Some are currently being developed and piloted, while others have been used by them in previous research. Examples are performance measures of knowledge and skills, conceptual-mapping exercises, and problem-solving measures. The project will favor measures involving the use of curriculum-embedded tests, i.e. activities and exercises that can serve as a learning experience but can also be analyzed as a source of information about student achievement or performance.

RESEARCH PARTNERS

For each of the existing partnerships that comprise the Education 2000 network, a research partner is identified to coordinate and carry our the evaluation activities locally. Responsibility for the local research activities is delegated to these partners. Specifically, they participate in refining the research design, assist in the development of research instruments and procedures, are responsible for the collection of data related to each of the project's research questions, compile and analyze data information for the local partnerships, provide the data and analysis to the national research coordinator, and participate in the project-wide analysis and dissemination of the results of the project.

Dr. Giselle Martin of Stanford University, the project's national research coordinator, provides on-going oversight of the research and evaluation process of the project. She provides oversight and coordination for the development of instruments and procedures as well as the centralized compilation and analysis of data at the national level. She will visit each of the partnership sites periodically to assess how well the research design is being implemented and to offer advice and suggestions for more effective implementation and compilation of data. She is also on call to the project director and to the local partners for guidance and advice as needed.

TIMELINE AND PRIORITIES

In developing the research and documentation timeline for the project, we have attempted to accommodate several needs. One is to spread the tasks over a time frame that is manageable. Another is to establish an order to the tasks that will maximize the usefulness of the collected data both for formative evaluation as the project unfolds and for answering the principle research questions when the project is completed.

The timeline places a high priority on collecting the majority of the data on the community and educational contexts during the first phase. Much of this information will be useful to those leading the project, especially in adapting the processes to the local contexts. Moreover, to complete this major task during the early stages of the project will allow the researchers to focus more fully on the other priorities during the following years.

Documenting the process will be a continuous task throughout the project. However, as the project progresses this task will become more complex. The first phase of the project will primarily involve monitoring the decisions of the project steering committee. In Phases II and III, community groups, additional working committees at district, school and grade levels, as well as boards of education will increasingly become part of the process, making decisions that are likely to effect project outcomes.

Timing is of special importance in undertaking the impact measures for the project. The major consideration in developing the time line is ensure that baseline data is collected in each of the areas of impact before project activities have had an effect.

The area where activities are expected to have the earliest impact is that of structures. By virtue of joining the project -- a process that required the assent of the boards, administrators, and teachers -- a district may have already begun to alter its decision-making structures. Moreover, the process itself calls for the steering committee to give attention, during the development of a strategic plan, to those district support structures necessary for the project to succeed. For these reasons, we feel that collecting the baseline data on support structures should be completed by the end of Phase I.

We expect to see an impact on programs begin to emerge during the second half of Phase II with the development of the curricular blueprint. Therefore, our timeline specifies that baseline data be collected prior to the beginning of that part of the process. Similarly, we do not predict a wide spread impact on classroom practice until after staff development activities take place following completion of the blueprint. Hence, we have targeted the end of Phase II for completing the collection of baseline data in this area.

The last area likely to be impacted is student outcomes. In fact, it is probably not reasonable to expect a measurable impact until several years after new programs have been put in place. Thus are timeline provides until early in Phase III for completing the collection of baseline data in this area.

In thinking of the logistics for carrying out the data collection related to each of the research questions, it should be noted that certain instruments and procedures will provide information in several areas. For example, survey instruments can be

designed to provide contextual information on teacher attitudes toward world issues and baseline data on teacher perceptions of decision-making and support structures. By using instruments and procedures that are multi-purpose we will decrease the complexity of managing the research tasks while making more efficient use of the resources of our research partners.

It should also be noted that the evaluation and research design will remain flexible enough to accommodate unanticipated outcomes which are likely to occur given the openness of the model being used in the project. One way that we will accommodate this need will be through the on-going documentation of teachers' changing knowledge, skills, attitudes and perceptions through the life of the project.

CHAPTER 6
REDWOOD FALLS SCHOOL DISTRICT
THREE YEAR SUMMARY 1988-1991

BACKGROUND

The Rural Minnesota in the World-Education 2000 project began in September, 1998, as a three-year school renewal effort involving a partnership consisting of the University of Minnesota, Mankato State University, the American Forum for Global Education, the Minnesota Department of Education, and three rural Minnesota school districts (Redwood Falls, Laporte, and Brainerd).

The project was developed by Dr. Willard Kniep, Vice President of the American Forum for Global Education. It is based on his book Next Steps in Global Education: A Handbook for Curriculum Development which grew out of the work of the National Study Commission on Global Education and its 1987 report, "The United States Prepares for its Future: Global Perspectives in Education." The Commission was chaired by educators Clark Kerr, Harlan Cleveland, and John Goodlad. Willard Kniep served as the Commission's project co-director.

The Commission identified that students need an increased knowledge about the world, refined skills in coping with and managing the complex problems and issues facing the planet, and the development of multiple perspectives in order to be effective democratic citizens living and working in the twenty-first century. It also acknowledged that past attempts t add this dimension to classrooms have focused almost exclusively on influencing individual teachers participating in them. Most students are still denied such experiences because their schools lack curricula and programs which ensure that all students systematically receive an education that will help them to understand how they are connected through global economic, political, technological, and ecological systems to the rest of the world and, through that understanding, to more rationally choose the directions of their own and their communities' future.

This project is utilizing the process for curriculum development outlines in Next Steps.... The handbook provides a framework for K-12 curriculum development at the local level designed to result in an overarching curriculum plan to internationalize a local school system across subject lines and grade levels.

In this process, school districts are involving their communities in assessing local needs for international understanding as a basis for shaping the mission and goals of school programs. They are developing a curricular blueprint, setting priorities for educational outcomes, developing plans for staff development to meet local needs for program planning and implementation, and providing support and resources

for implementation.

The project is proceeding according to the following three phases:

Phase I: Organizing and Planning

- Forming a project steering committee.
- Conducting a steering committee self-service program resulting in a common understanding of education for the 21st century.
- Establishing a resource center for staff and community members.
- Establishing goals for the project.
- Creating a strategic plan to accomplish the project goals.

Phase II: Carrying Out the Strategic Plan

- Conducting four community forums.
- Writing a district vision-mission statement.
- Identifying major district learner outcomes.
- Developing intermediate goals (means) in terms of program, instructional practices, and supporting structures.
- Conducting a needs assessment.
- Developing a three to five year implementation plan to adjust the district's programs, instructional practices, and supporting structures.

Phase III: Implementing Change

- Phasing in curriculum changes.
- Conducting staff development programs that reflect instructional practice changes.
- Phasing in structural and organizational changes.
- Evaluating the impact of the new changes.

The project is facilitated at the national level by Dr. Willard Kniep, Vice President of the American Forum for Global Education. State co-directors are Dr. Walter Enloe, Director of Global Education at the University of Minnesota (CAREI), and Mr. Bob Erickson, Director of the Minnesota State Department's Global Resource Center.

Funding was provided by the Charles Blandin Foundation, Otto Bremer Foundation, Regional Initiative Funds, and each local school district.

The three Minnesota schools make up the rural component of the American Forum's national model school program. Other school districts in the nation that are following a similar research and development process include districts in New York, Illinois, and California.

The entire project is being carefully documented by researchers at the University of Minnesota's Center for Applied Research and Educational Improvement (CAREI) and Mankato State University's Education Department.

THE REDWOOD FALLS EDUCATION 2000 PROJECT

The Education 2000 project in Redwood Falls is entering its fourth year. The project has worked since its inception toward an inclusive, and community-based model for school change. Indeed, as vital as having teachers involved in the design and implementation of changes, is the necessity of providing the community with input into the project, and the desire to have the community and teachers move forward as partners.

The Education 2000 project was designed as a three year, three phase project. That time frame has proven difficult to maintain, especially when the steering committee is seeking real input and meaningful involvement of teachers, students and community. The desire to complete work on the project is tempered by the need to provide time for that input.

The Education 2000 Rural Minnesota in the World project is deeply indebted to the Charles Blandin Foundation, the Otto Bremer Foundation, the Southwest Minnesota Initiative Fund, and Independent School District 637, for funding this project.

PHASE I: ORGANIZATION AND PLANNING

The major tasks of the first phase of the project were to establish a project steering committee, conduct a self in-service program, and to develop a strategic plan to accomplish the project goals.

Formation of a Project Steering Committee

A Steering Committee was formed in the fall of 1988. It was established to have membership consisting of a wide range of perspectives. The committee includes three elementary teachers, three middle school teachers, three high school teachers, three building administrators, the district superintendent, one school board member, three parents and community leaders, two high school students, the district's Early Childhood Director, the district's community/school director, and a Mankato State University professor. The Steering Committee meets during the afternoon of the second Tuesday of each month during the school year and when necessary during the summer months.

Decisions are made by consensus. Meetings are conducted in a manner to promote shared leadership by having members volunteer to perform the role of processor, summarizer, clarifier, recorder, and agenda manager. Meeting evaluation forms are completed at the end of each meeting to provide feedback to the committee about how the committee functions.

Members of the Steering Committee are:

Gary Swenson	Superintendent of Schools
Lance Zellmann	Project Coordinator
Yvonne Janning	Early Childhood/Family Education
Sue Jones	Elementary Teacher
Shirley Espeland	Elementary Teacher
Sue Baldwin	Elementary Teacher
Dave Eberhardt	Elementary Principal
Ann Warner	Middle School Teacher
Gale Morley	Middle School Teacher
Dave Madson	Middle School Teacher
Rick Ellingworth	Middle School Principal
Dale Erickson	Secondary Teacher
Diane Busack	Secondary Teacher
Larry Gavin	Secondary Teacher
Iver Christopherson	High School Principal
Tom Gross	School Board Member
Royce Heffelfinger	Community Member
Rollen Halvorson	Community Member
Kevin Passe	Community Member
Bob Laufenburger	Community/School Director
Sheldon Brown	Mankato State Professor

An Executive Committee was organized to provide direction to the Steering Committee and be responsible for carrying out decisions. This committee consists of two secondary teachers, two middle school teachers, two elementary teachers, the three school level principals and the district superintendent. It meets twice monthly.

A Project Coordinator position was established to coordinate the activities of the project, provide direction to the Executive Committee, handle communication with state and national leaders, and conduct day-to-day project business.

The Steering Committee created sub-committees to complete specific tasks and to allow for additional faculty and community participation in leadership roles. The following sub-committees have been used to date:

Resource Center Committee
Community Forum Planning Committee
District Mission Statement Writing Committee
District Goals Committee
District Means Committee
Grant Writing Committee
1990 Summer Institute Planning Committee
1991 Summer Institute Planning Committee

Steering Committee In-service Program

The Steering Committee conducted a self in-service program that began in November of 1988 and culminated with a consensus statement about education for the twenty-first century in May of 1989. The Executive Committee planned and organized the in-service content and methods. The following articles, videos, and people were used to simulate thinking and understanding about educating young people for the future.

1. "The World We're Preparing Our School Children For"
   by Harlan Cleveland
2. "A New Look at an Old Idea: Core Curriculum"
   by John Goodlad
3. "Clarifying the Essential Elements of a Global Education"
   by Willard Kniep (Chapter 4 of Next Steps in Global Education: A Handbook for Curriculum Development
4. Roger Wangan, Minnesota State Department of Education
5. Dr. Walter Enloe, University of Minnesota
6. Dr. Sheldon Brown, Mankato State University
7. "Discovering the Future: The Business of Paradigms"
   A video presentation by Joel Barker
8. "The Contemporary International System: A World in Transition"
   by Steven Lamy
9. "An Attainable Global Perspective"
   by Robert Hanvey
10. "Education for the New Century"
    A speech presented by Ernest Boyer at Mankato State University

During the steering meetings from November 1988 through March 1989, a major portion of the meeting time was used to discuss these articles, speeches, and videos. Frequently committee members were assigned to read and teach various parts of the written articles to others in small groups. each committee member wrote their personal understanding of education for the twenty-first century in April of 1989. The Steering Committee was organized into four groups and each wrote a group "common understanding" of education for the twenty-first century. A Steering

Committee "common understanding" was developed from the four group presentations and adopted in May of 1989.

STEERING COMMITTEE'S
COMMON UNDERSTANDING OF EDUCATION
FOR THE TWENTY-FIRST CENTURY

It is our common understanding that education for the twenty-first century needs to be accessible to all students, ongoing and open-ended, active and relevant, and reflective of current world realities.

Education should be comprehensive with a strong basic core. The learning environment of the twenty-first century should allow students to personalize the curriculum and be actively involved in the learning process.

Students should view learning as a process rather than a product. Critical thinking, creative thinking, problem-solving, reflective thinking, and conflict resolution should be emphasized.

The curriculum of the twenty-first century should reflect the interdependence and interconnectedness of the people of the world. It also should help students understand themselves, their community, and their nation as part of a world that consists of inter-related physical, biological, economic, political, and social systems.

We believe that education for the twenty-first century should prepare citizens to live happy, productive, and responsible lives in a world that is changing and becoming increasingly more interdependent and complex.

Project Mission and Goals

After the Steering Committee completed developing a common understanding of education for the twenty-first century it established a task force to draft a project mission statement and goals. Six members of the Steering Committee volunteered to undertake this task. Using the "common understanding" the committee drafted a mission and several project goals. These were refined and adopted by the full Steering Committee in June 1989.

PROJECT MISSION STATEMENT

We believe that education for the twenty-first century should prepare people to live happy, productive, and responsible lives in a world that is changing and becoming increasingly interdependent and complex. The purpose of this project is to evaluate the education system of Independent School District #637 and to adjust the system to reflect changing demands for life in the twenty-first century.

PROJECT GOALS 1989-1991

1. Develop and implement a plan to establish a district mission statement and a set of major educational goals for all district programs that reflect the demands for living in the twenty-first century.

2. Assess and adjust the entire pre-school, K-12, and adult education curriculum-program; teaching methods; and school structures, organization and management to reflect the district's mission and education goals.

Developing a Strategic Plan for a Curriculum Blueprint

Following the adoption of the project mission and goals the Steering Committee developed a strategic plan that involved designing activities that included the school staff, school board members, parents, and community members in generating a district vision and identifying major district learning goals for all students. Also included in the plan was strategy for accomplishing the learner goals in terms of program, practice, and structure at each school level. The plan was developed over several months and adopted in August of 1989. The plan is included as Appendix A.

PHASE II: DEVELOPING THE BLUEPRINT

The major activities of phase two included conducting several community forums, writing a new vision-mission statement, establishing major district learner goals, formulating a means to accomplish the goals, and developing a three to five year implementation plan for changing the district's programs, instructional practices, and supporting to be congruent to the new goals and means.

Community Forums

The purpose of the community forums was to develop a new district vision-mission statement and identify the major district learner outcomes for students. There were four community forums. They were held in the little theater and cafeteria at the Redwood Falls High School, and all of the forums featured a large group presentation followed by a sub-committee of the Steering Committee that consisted of community members Orin Estebo, Dale Janssen, Dave Reitter, Tom Gross, Marilyn Thompson, Donna Schilling, Delano Columbus, Lonnie and Julie Sutton, teacher Lance Zellmann, and community school director Bob Laufenburger.

In an effort to get the entire community involved several methods of invitation to these forums were used. Community leaders and business owners were contacted through the Chamber of Commerce newsletter. All faculty members, school board members, school advisory committee members, area ministerial association members, and community organization presidents were invited by letter. Press releases were also sent to the local newspaper and radio station. Nearly 500 community and faculty participated at one or more of the forums.

The first was a dinner meeting forum that focused on changes in the world and current trends and forces shaping the future. Dr. Willard Kniep was the featured speaker. Following his presentation participants were organized into small groups and addressed the following questions:

1. How has the world changed during the past 40-50 years?
2. What words best describe the world in the year 2000?
3. How can the Redwood Falls school system better prepared young people for citizenship in the twenty-first century?

The small group ideas were compiled and used to help develop the district vision and learner outcomes.

The second forum focused on local linkages with the world. A group of local community members were featured as a panel. Local business members Loran Kaardal and Al Kamp, livestock and crop farmer Bruce Tiffany, and Lutheran minister Charles Anderson spoke about how the Redwood Falls area is connected with the world through business, industry, religion, and agriculture. Small group discussions followed and ideas and information were collected for the vision-mission statement and learner outcomes.

The third forum featured futurist Earl Joseph. He stimulated participants to think about the future and how it will be different than the present and past. Small groups generated lists that addressed trends shaping the future and implications for the Redwood Falls school system. These ideas were added to previous forum

information and used at the fourth forum.

Writing a new district vision-mission statement was the focus of the last forum. after receiving information about the definition and role of a vision-mission statement presented by Superintendent Gary Swenson, participants were organized into several work groups. Using information from the previous forums and a consensus decision-making method each group addressed the questions: What do we agree about the world of the future? and What are the needs of students in terms of knowledge, skills, attitudes and values for living in that future? At the conclusion of the forum each participant submitted a vision-mission statement to be used by a committee that was organized to draft a new district statement.

The writing committee was selected by the Education 2000 Executive Committee. The Executive Committee used a list of names submitted by people that attended the forums and expressed interest in becoming more involved in the project. The writing team consisted of community members, Wayne Haapoja and Donna Schilling, teachers Nancy Estebo and Larry Gavin. Lance Zellmann facilitated the process.

A rough draft of the committee's work was presented and approved by the Steering Committee. It was presented to all faculty members in small group sessions in both school buildings and approved. The statement was published on the front page of the Redwood Gazette in conjunction with an announcement of a community meeting to approve the statement. The meeting was held and no community members attended. It was assumed that the community accepted the statement. The school board officially adopted the vision-mission statement in December of 1989.

DISTRICT VISION

Educational opportunities should be accessibly for all learners. These opportunities should be ongoing, active, relevant, and reflective of current world realities.

All learners should experience significant academic, vocational, personal, social, and cultural growth. This experience should be comprehensive with a strong basic core and flexible enough to allow for individual interest and specialization.

The learning environment should allow learners to personalize the curriculum and to be actively involved in the learning process. It should enable learners to develop collaborative skills and

demonstrate positive competitive behaviors. It should also be closely connected and integrated with the community and the world.

Learners should view learning as a life-long process. Critical thinking, creative thinking, reflective thinking, problem-solving, and conflict resolution should be emphasized.

The curriculum should reflect the interdependence and interconnectedness of the people of the world. It should help learners understand themselves, their community, and their nation as part of a world that consists of inter-related physical, biological, economic, political, and social systems.

THE MISSION OF INDEPENDENT SCHOOL DISTRICT #637 IS:

to provide life-long learning opportunities enabling individuals to become confident, happy, productive, and responsible citizens living in an interdependent world community.

Primary District Goals

The district primary goals were written during a five month period by several committees. A 25 member group consisting of educators of every school level and discipline area developed fourteen district learner outcomes based on the ideas and information collected from the community forums. The outcomes were reviewed by the Education 2000 Steering Committee and several refinements, additions, and modifications were suggested. A small writing committee was organized and drafted a new version. After several additional sessions the Steering Committee agreed to a set of 18 learner outcomes organized by knowledge, skills, attitudes/values, and social participation.

The learner outcomes were reviewed and modified by the faculty through several institutes, in-service programs, and meetings that covered a four-month period of time. After the entire faculty adopted the outcomes they were presented to the community at four evening sessions. The school board unanimously accepted the primary district goals in February of 1991.

Secondary Goals

At the same time the primary goals were undergoing the ratification and approval process, groups of educators were working on the means or secondary goals. These

goals are grouped in areas of school programs, preferred instructional practices, and school infrastructure.

Through locally designed and Mankato State University (MSU) facilitated workshop and in-service classes, teachers and steering committee members wrote and refined a list of means statements. The means statements were developed by studying each district outcome in terms of what should be taught to accomplish this goal; what instructional strategies should be used to accomplish this goal; and what supporting structures are needed to accomplish this goal. This information was collected and refined into goal statements.

The program means statements give definition to an overarching curriculum blueprint. The K-12 curriculum organizes the learners' experience into studies of world systems using a thematic approach. This systems model is based on the ideas of Dr. John Goodlad and Dr. Kenneth Boulding. District learner outcomes in terms of knowledge, skills, attitudes, and social participation have been developed for each world system. these outcomes will be refined for each school level. Achievement assessment systems will be designed to assure that all students are successful.

PROGRAM STATEMENTS

1. The curriculum programs will be organized according to world systems. (see diagram)
2. The curriculum program will be designed to provide all students with a strong common education and will allow learners to advance in areas of their personal interest and ability.
3. The common curriculum will be connected by the study of global themes.
4. The common curriculum will be transdisciplinary by the study of major problems, great ideas, and concepts.

The preferred instructional strategy means statements will drive instructional decisions at each school level. Staff development programs will be designed to train all teachers as experts in these strategies.

PREFERRED STRATEGIES STATEMENTS

1. Learning strategies will be designed to reflect various learning styles.
2. Learning strategies will be designed to have learners be involved in active learning. (doing)
3. Learning strategies will be designed to have learners discover knowledge through experience.
4. Learning strategies will be planned and evaluated with collaboration of the

learner in terms of goals and process.

5. Learning strategies will be designed to emphasize higher order cognitive skills.
6. Learning strategies will be designed to connect students learning with the community.
7. Learning strategies will be designed to involve learners in real world tasks.
8. Learning opportunities will be structure cooperatively, competitively, and individually with an emphasis on cooperative strategies.

The organization/structure means statements will establish a supporting infrastructure in each school level that assists all learners in accomplishing the district learner goals. Each school level will carefully assess existing school structures in terms of congruence with these statements.

STRUCTURE/ORGANIZATION STATEMENTS

1. The school and community will form a partnership for mutual learning and growth.
2. Staff and students of the school community will be involved in meaningful decision-making affecting in all aspects of school structure, management, and organization and will assume responsibility for the implementation of those decisions.
3. All learners will be recognized for their continuous progress and for their achievements in all areas.
4. Learner's progress and proficiency will be evaluated and reported through a variety of criteria-based methods.
5. Time components of school organization will be structured flexibly to allow for transdisciplinary planning and learning.
6. The preferred structure for grouping students will be heterogeneous and will allow for multi-age grouping.
7. School structure and organization will be designed to promote a collaborative, supportive, and democratic environment.
8. The school district will continuously assess the primary goals and related means and adjust its programs, instructional practices, and support structures to reflect changing needs.
9. The school district structure and staff will be continuously evaluated to assure congruence between the district's goals (primary and intermediate).

A School Restructuring Sub-committee of the Steering Committee consisting of teachers, administrators, and community members began studying the management structure of the district during the 1990-1991 school year. A draft of its most recent plan which is included here illustrates how the management structure will be changed.

PHASE III: IMPLEMENTING THE BLUEPRINT

The Education 2000 Steering Committee is currently developing a 3-5 year implementation plan that will phase in curricular changes, instructional strategies, and supporting infrastructure.

CLOSING

The Redwood Falls site is currently nearing completion of an overarching curriculum blueprint that focuses on designing student learning experiences around the study of world systems using a thematic approach. It has identified a set of school structure and instructional practice statements that will give direction to how the curriculum will be taught and the infrastructure that supports learning.

After the means statements are fully implemented the Redwood Falls school will have a curriculum that systematically and effectively prepares young people for living and working in the twenty-first century.

APPENDIX A

STRATEGIC PLAN

District Mission Statement

A new district mission statement will be developed with community and staff participation in several community forums. The forums will be planned and conducted by a subcommittee of the Steering Committee and will stimulate discussion about the education needs of people in the twenty-first century. The final forum will generate a rough draft of a new district mission statement. The rough draft will be refined by a writing committee and then adopted by the Steering Committee. The final draft will be presented to the Board of Education in December, 1989.

Major Education Goals

A committee of community members, staff, and steering committee members will establish a set of district education goals that are consistent with the new mission statement. These goals will be presented to the entire faculty for comment and reaction in January, 1990. They will be adopted by the Steering Committee in January and accepted by the Board of Education in February.

A committee of community members, staff, and steering committee members will determine major global themes that will be infused into the entire curriculum. The selected themes will be presented to and adopted by the Steering Committee. This should be completed by the end of January.

Curriculum Assessment

The American Forum for Global Education and Mankato State University will conduct a needs assessment of the district's curriculum, school structure, school organization, and management. This will be completed after the district goals and global themes have been established.

Curriculum Adjustment

The Executive Committee of the Steering Committee will plan and implement a staff development program that will provide opportunities for all faculty (teachers and administrators) to develop a global perspective. A 2-3 credit workshop was completed by 27 faculty members during the summer of 1989 and a similar workshop is planned for the winter of 1990. A cooperative learning workshop was held in the spring of 1989 and another is planned for the fall of 1989. These will be planned and conducted by the district's Staff Development Committee.

A resource center will be established to expose teachers, students, administrators, and community members to materials that will help students and faculty acquire a global perspective. A subcommittee of the Steering Committee will plan and conduct the development of the center. This committee will consist of community members, Steering Committee members, and interested faculty. (This subcommittee was established during the winter of 1989 and began selecting and purchasing materials during the spring of 1989.) The center will be operational by December, 1989.

A curricular blueprint that reflects a global perspective will be developed during the period, February-May, 1990. The blueprint will be completed in stages and be guided and adopted by the Steering Committee.

School level committees will formulate school level goals for the high school. middle school, and elementary school. These committees will consist of community members, Steering Committee members, and in-serviced faculty members.

Curricular committees will develop a scope and sequence for curricular strands and subject areas across grade levels.

Individual teachers will develop course outlines, goals, objectives, substantive focus, themes and topics, strategies and resources.

A committee of community members, teachers, and administrators will develop and implement a plan to adjust the school structures, organization, and management to reflect a global perspective. This committee will plan and implement changes in the structure, organization, and management of the school to assure that it supports and is consistent with preparing students for the twenty-first century. This will be started during the winter of 1990 and completed by the summer of 1991.

A week-long institute will be planned by the Steering Committee for the summer of 1990. The focus of the institute will reflect the master plan developed during the winter and spring, 1990. Enrollees will qualify to participate in the subsequent workshop for program planning.

A program planning workshop for teachers and administrators will be held during the summer of 1990 following the institute. Participants will plan specific courses, units of study, learning activities and experiences that will be implemented during the 1990-1991 school year. Stipends will be provided to workshop participants who successfully complete the tasks assigned to them.

Professional growth opportunities will be provided for staff members during the 1989-1990 school year to attend local, state, and national conferences and workshops that are related to global and international education. The Steering Committee will allocate an amount of the project's funds to be used for these conference and workshops. The administration will use district professional leave funds to help provide opportunities for faculty members to attend global and international oriented conferences and workshops.

Plan Evaluation

The Steering Committee will monitor, evaluate, and adjust this strategic plan on a monthly basis. Appropriate committee and subcommittee representatives will provide monthly reports of progress and recommendation for changes or adjustments to the Steering Committee.

Plan Timeline

September
- Community Forum: Local Links to the World
- Cooperative Learning Workshop
- Resource Center Development

October
- Community Forum: The Future
- Cooperative Learning Workshop and Collegial Group Program Begins
- Resource Center Development

November
- Community Forum: Developing a Mission Statement
- Mission refinement Committee
- Adoption of the Mission Statement by the Steering Committee
- Resource Center Development
- Establish District Education Goals Committee
- Establish Global Education Themes Committee
- Present Strategic Plan to the Faculty

December
- Mission Statement presented to the Board
- Develop District Education Goals--Committee meets and presented to Steering Committee
- District Goals adopted by Steering Committee
- Establish School Level Committees
- Global Education Themes Committee selects themes
- Resource Center Completion

1990

January	· Steering Committee adopts Global Themes · Needs Assessment begins by American Forum and MSU · Faculty comment and reaction meeting on the district education goals · District Goals presented to the Board for acceptance · Global Perspective Workshop begins · Establish School Structure, organization, and management committee · Establish Curricular Strand Committee
February	· School Level Committees develop a scope and sequence for each school
March	· Steering Committee adopts School Level Goals and Scope and sequence · Curricular Committees meet to develop scope and sequence across grade levels · School Structures Committee meets
April	· School Level Committee meet to ratify the Curricular Committee's scope and sequence · Individuals, grade level teams, and interdisciplinary groups determine course outlines, objectives, themes, topics, strategies, and resources · School Structures Committee meets
May	· Curricular Strand Committees ratify individual courses and etc. (see above) · Steering Committee ratifies Curricular Committee's goals and scope and sequence · Complete plans for the Summer Institute and Workshop · School Structures Committee meets
Summer	· Steering Committee ratifies the Blueprint · Summer Institute for Staff Development · Summer Workshop for Program Planning · School Structures Committee meets

APPENDIX B

WORLD SYSTEMS: LEARNER OUTCOMES

GLOBAL VILLAGE -- SOCIAL, POLITICAL, AND ECONOMICS SYSTEMS

Knowledge

- The way human beings manage their lives sociologically, economically, and politically.
- Human relationships.
- World cultures.
- Cultures and cultural change.
- Local, state, and national culture.
- History of nation/state.
- Inter-nation relations.
- Economic systems.
- Political systems.
- Global economic system, primarily capabilities.
- Two kinds of national economic command or market economics.
- Nature of treaties, coalition, alliances.
- Current and historical role of U.S. in Global Village
- Development of human sciences.
- Development of human societies.
- Evaluation of social systems: hunting and gathering plants to agriculture, trading, and industrial.
- Conflict management.
- Multinational corporations as political decision makers.
- History of democracy.
- History of systems.
- History of changing family structures.
- Methods of political change.
- Global interdependence.
- Systems theory.

Abilities

- Conceive the global village as in interdependent system.
- Get along with others.
- Resolve conflict in non-violent ways.
- Perspective taking.
- Analyze and describe the parts and relationships of systems.

- Identify connections to other people and places and analyze their mutual effects.
- Understand roles and responsibilities of citizenship.
- Make economically prudent decisions for yourself and others.
- Make politically informed decisions and act upon them.
- Skills of social inquiry.

Values

- Constructive diversity.
- Eager to participate in the political process.
- An independent thinker and decision maker.
- Respect for the law and for the democratic process.
- Positive feelings towards one's own country.
- Responsible towards the human family.
- Values universal human rights (mutual respect, equity, tolerance, empathy.)
- Appreciate the ramifications of personal decision making.
- Appreciate societal decision.
- Enjoy learning about people different from ourselves.
- Financially responsible.

Social Participation

- Active in political, social, and civic processes.
- Works on human and social problems.
- Travels widely.
- Collaboration and cooperation are second nature.
- Helping organizations -- volunteering.
- Service (community).
- Continuous learning.
- Economic contributions to community and nation.
- Productive citizen contributing to the well-being of the community.
- Striving to increase their capacity to contribute to group goals.
- Display global thinking through action.

EVALUATIVE AND BELIEF SYSTEMS

Knowledge

- Beliefs and values systems plus other systems are interrelated.
- Recognition of one's own frame of reference is necessary to objectivity.

- There's evolution of universal value of what it means to be human (human rights).
- Core values on which this nation was based and have become point of debate of what it is/means to be human.
- Schools reflect the values of a democratic society.
- Roles of schools, families, and other institutions the core values.
- Philosophical tradition.
- Interlocking nature/relationship between belief systems and cultural and evaluative systems.

Abilities

- Able to describe behavior in terms of their belief/evaluative system.
- Analyze cultures in terms of underlying belief systems.
- Accept the discrepancy between philosophical ideals and behavior.
- Analyze, understand, and accept "the difference" diversity.
- Make timely, thoughtful choices/decisions.
- Evaluate by our beliefs, a career/profession.
- Problem-solve, collaborate, adapt to change.
- Identify one's own values.
- Know yourself.
- Direct and design change.
- To be comfortable with one's own values and decisions.

Values

- Diversity of belief system.
- Respect (but not necessarily agree) with other belief/evaluative system.
- The Bill of Rights and democratic process. Universal Declaration of Human Rights and United Nations.
- Take pride in one's own ethnicity/racial/gender status and belief system.
- Value the importance of a value system.

Social Participation

- Practice their values.
- Actions that reflect their values -- except when to do so is injurious/infringement on other values. (Do unto others as we would have them do unto us).
- To eliminate violations of human rights through social participation to act upon what you value.

THE WORLD AS A BIOLOGICAL SYSTEM

Knowledge

- Body function as one system; homeostasis.
- Characteristics of living organism vs. non-living organisms.
- Co-dependence of organisms i.e. ecosystems.
- Relationship between living things and their environment.
- Classifications of living things.
- Cause/effect relationships (behavior to organism response).
- Humans have greatest potential to change the ecosystem.
- Theories of species development over time.
- Relationship between cultural values and use of the environment.
- Individual, community, and global well-being are dependent on healthy ecosystems.
- Exponential growth potential of population.
- Organisms are open systems characterized by organization, adaptation, and self-regulation.
- Knowledge of parts/actors of the system.
- Career opportunities of parts/actors of the system.
- Knowledge of the current "state of the planet."
- Understanding of self as a biological system.

Abilities

- Trace connection and see cause and effect.
- Think holistically (systematically).
- Using scientific method of procedure.
- Monitor and maintain one's own health.
- Provide basic first aid for others.
- Analyze and describe an ecosystem.
- Grow and raise plants and animals properly.
- Care for environment-conservation techniques.

Values

- Value all parts of the biological system and accept responsibility for ecological balance.
- Accept responsibility for one's own well-being.
- Value the aesthetics of the infinite complexity of ecological system.
- Values the need for ethical decision making.
- Accept the responsibility for well-bring of the ecological system (i.e. students caring).
- Value human life.

- Love of nature and of the outdoors. Trace connection and see cause and effect.

Social Participation

- Join with others in promoting sound environmental practice.
- Conduct one's own life in a sound environmental manner.
- Consistently display reasoned and informed decision making on environmental/biological issues.
- Consider environmental consequences of political and economic decisions that one makes.
- Actively participate in solving social and environmental problems in the community, nation, and the world.
- Participate in healthful, lifelong activities.
- Consider environmental consequences of career decisions.
- Engage in lifelong learning regarding environmental/biological issues.

THE WORLD AS A PHYSICAL SYSTEM

Knowledge

- Subsystems making up our physical systems e.g. weather systems, oceans, land masses, universe.
- History of the above.
- Actors, relationships, functions of these systems.
- Numbers/measurements relates to the physical systems.
- Rules, laws, principles that govern the interaction within and among the physical systems.
- Energy use: past, present, future.
- Current resources in physical systems.
- How physical systems change.
- Career opportunities/demands of careers related to physical systems.
- How time is determined.
- Relationship between human behavior and physical realities (weather, and masses).
- Impact of social, economic, and political systems on the physical system.
- Change involves trade offs.
- Interdependence between physical/biological systems.
- Personal connection/impact on the physical system.
- Nonrenewable nature of the earth's physical system.

Abilities

- Observe, measure, compute, predict.
- Experiment and interpret.
- Build/construct to solve problems.
- Take care of their physical environment.
- Trace connections/analyze relationships with and among systems.
- Use physical system in ways beneficial to humanity (long term).
- Conserve natural resources (and manage).
- Adapt to changing world and differing physical environment.

Values

- Physical systems as part of other systems.
- Accepting responsibility for conserving the physical system for future generations.
- One's personal physical system.
- Accept responsibility for one's own physical well-being.
- Being responsible for waste management.
- Value the beauty, size, complexity, diversity of the physical system.

Social Participation

- Join with others in promoting sound conservation and management practices.
- Conduct one's own life in a sound and conserving manner.
- Continuously develop understanding of one's environment.
- Refer to social participation under biological systems.

THE WORLD AS A COMMUNICATIVE AND EXPRESSIVE SYSTEM

Knowledge

- Multiple literacy.
- Communication is the exchange of information between systems.
- History of communications systems.
- Arts are a basic system for communicating feelings through time, place, and circumstance.
- Humans are meaning makers.
- Humans are creators and consumers of symbolic forms: arts, myths.
- Communication systems differentiate human from other animals.
- Effects of technology on modern communication.
- Characteristics of information age.
- How to find information.

- Forms of communication.
- Career opportunities in communication.
- Knowledge of parts/actors of communication system.
- Symbolic functions of communication.
- Power of symbols.
- Relationship between parts of communication system.
- Contributions of various cultures to literature and other expansive forms.
- How cultures express ideas.
- Know information systems.
- Research methods.
- Various ways information is communicated over time/space.
- Oral literacy tradition connects communication and expressive systems.
- Knowledge of propaganda techniques.

Abilities

- How to find information.
- How to communicate well in various formats.
- Express one's self through the arts for personal satisfaction.
- Use state of the art technology for communication.
- Research critically, analyze, and interpret information.
- Use humor appropriately.
- Analyze and describe the relationship between the parts of communication systems.
- Engage in cross cultural communication.
- Describe relationship of communication system to other parts.
- Engage in effective interpersonal skills.
- Apply aesthetic standards.
- Make connections between self, society, and others in literature.

Values

- Appreciate communicative diversity.
- Appreciate well-crafted forms of communication.
- Appreciate folk arts of all people.
- Appreciate local artists.
- Value creative expression.
- Enjoy expressing one's self.
- Enjoy communicating/relating with others.
- Support the rights of others to communicate.
- Strive to value the truth. (THE BIG TRUTHS).
- Value the role of communication with all systems.
- Value the role of debate, discourse, discussion, disagreement in a democracy.

Social Participation

- Cooperate with others.
- Take the opportunity to communicate.
- Read as a leisure time activity.
- Ignore dishonest/misleading messages.
- Attend/perform in expressive performance.
- Support the arts.
- Participate in public debates/discussions.
- Continuously upgrade their expressive abilities.
- Advocate communication as a means of conflict resolution.
- Use communication as a way to alleviate stress.

THE HUMAN SPECIES

Knowledge

- Knowledge of traits and characteristics of human beings.
- History of human kind as a record of cultural contact.
- Differences and similarities of human cultures.
- World religions and spirituality.
- Literature as a reflection of human experience: folk art, stories, oral traditions.
- Understanding of one's self, others.
- What motivates people to do what they do.
- Human sexuality.
- Uniqueness of every person.
- Limitation in sciences (psychology, history).
- Interaction of mind and body.
- Knowledge of human development and behavior.
- Basic human need to create and organize socially, create social systems, family, community.
- Norms of human behavior.
- Potential of human behavior.
- Relationship to other species.

Abilities

- Act human.
- Describe the past and anticipate the future.
- Thoughtful decisions.
- Communicate within and across cultures.
- Motivate others and self to take positive actions.

- Think globally and act locally.
- Collaborate and cooperate.
- Maintain emotional equilibrium.
- Self-control.
- Manage change.
- Respect individuality.
- To be an individual.
- To are, love, serve others.

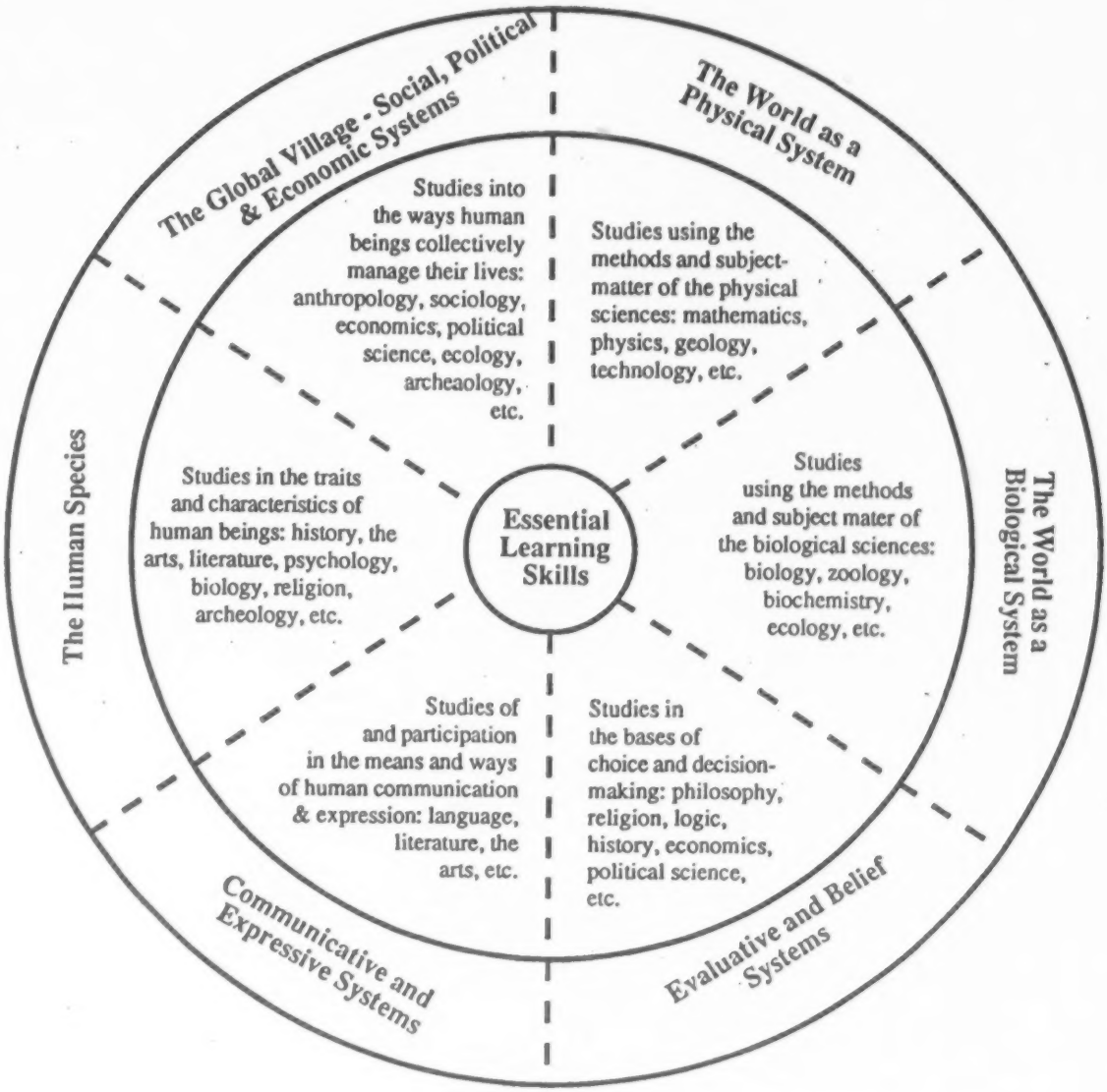
Values

- Human knowledge.
- Self-respect, others.
- Individuality.
- Community.
- Their place in the human drama history.
- Human diversity.
- Creativity and change.
- Universal human rights.
- Family heritage.
- Spirituality.
- Accepts responsibility for one's actions.

Social Participation

- Treat others with respect.
- Participates actively in the human conditions.
- Displays concern for others.
- Displays self-confidence and individuality.

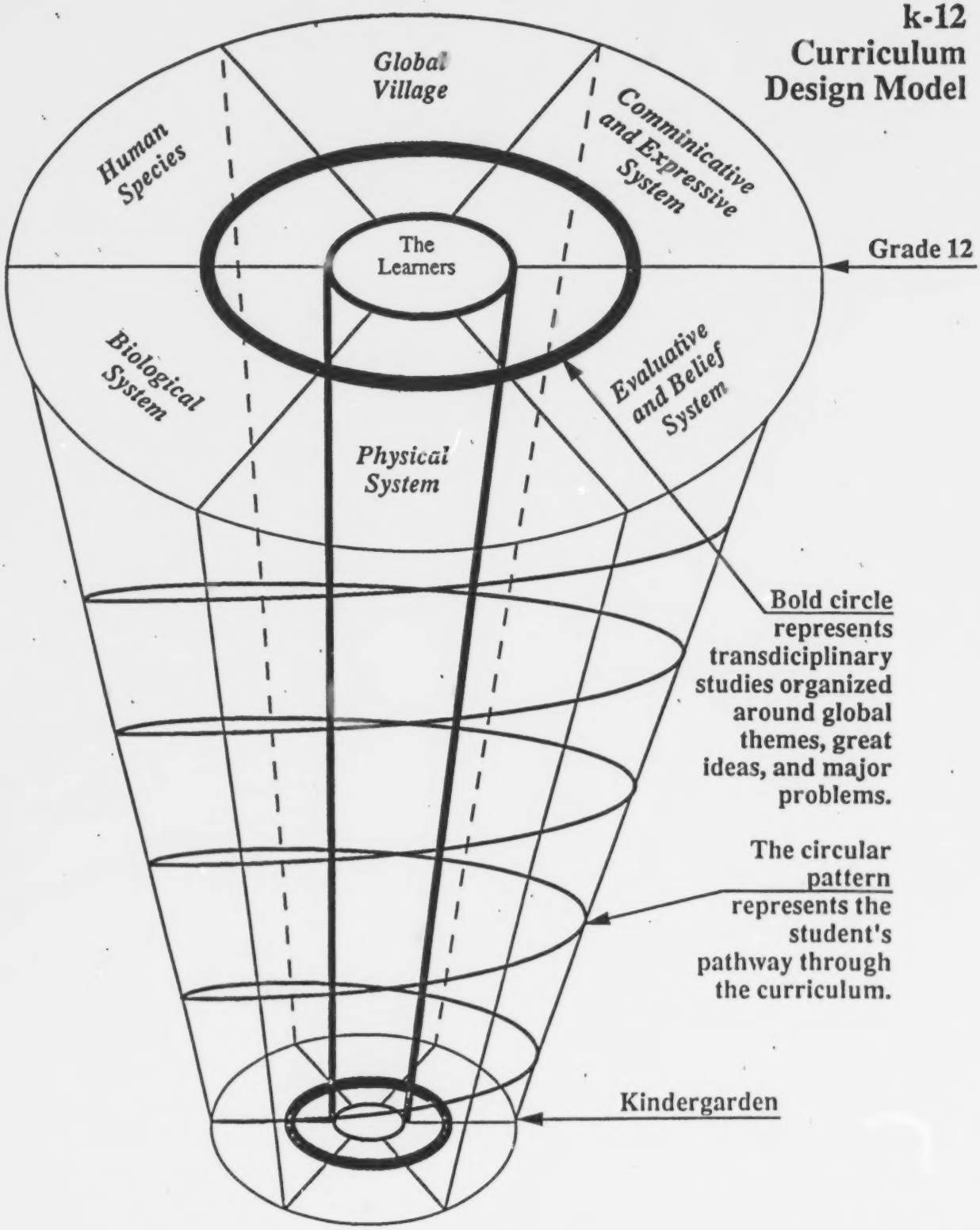
The World's Systems and the Scope of School-Based Curricula for Expanding Student's Views of Their World


The Global Village - Social, Political & Economic Systems
The World as a Physical System
The World as a Biological System
Evaluative and Belief Systems
Communicative and Expressive Systems
The Human Species
Studies into the ways human beings collectively manage their lives: anthropology, sociology, economics, political science, ecology, archeaology, etc.
Studies using the methods and subject-matter of the physical sciences: mathematics, physics, geology, technology, etc.
Studies using the methods and subject mater of the biological sciences: biology, zoology, biochemistry, ecology, etc.
Studies in the bases of choice and decision-making: philosophy, religion, logic, history, economics, political science, etc.
Studies of and participation in the means and ways of human communication & expression: language, literature, the arts, etc.
Studies in the traits and characteristics of human beings: history, the arts, literature, psychology, biology, religion, archeology, etc.
Essential Learning Skills

Adapted from Kenneth E. Boulding, The World as a Total System (Beverly Hills, CA: Sage, 1985.)

Adapted from John I. Goodlad, "A New Look at an Old Idea: Core Curriculum" Next Steps in Global Education: A Handbook for Curriculum Development, by Willard Kniep, Global Perspectives in Education, 45 John Street, Suite 1200, New York, NY 10038, p. 19.

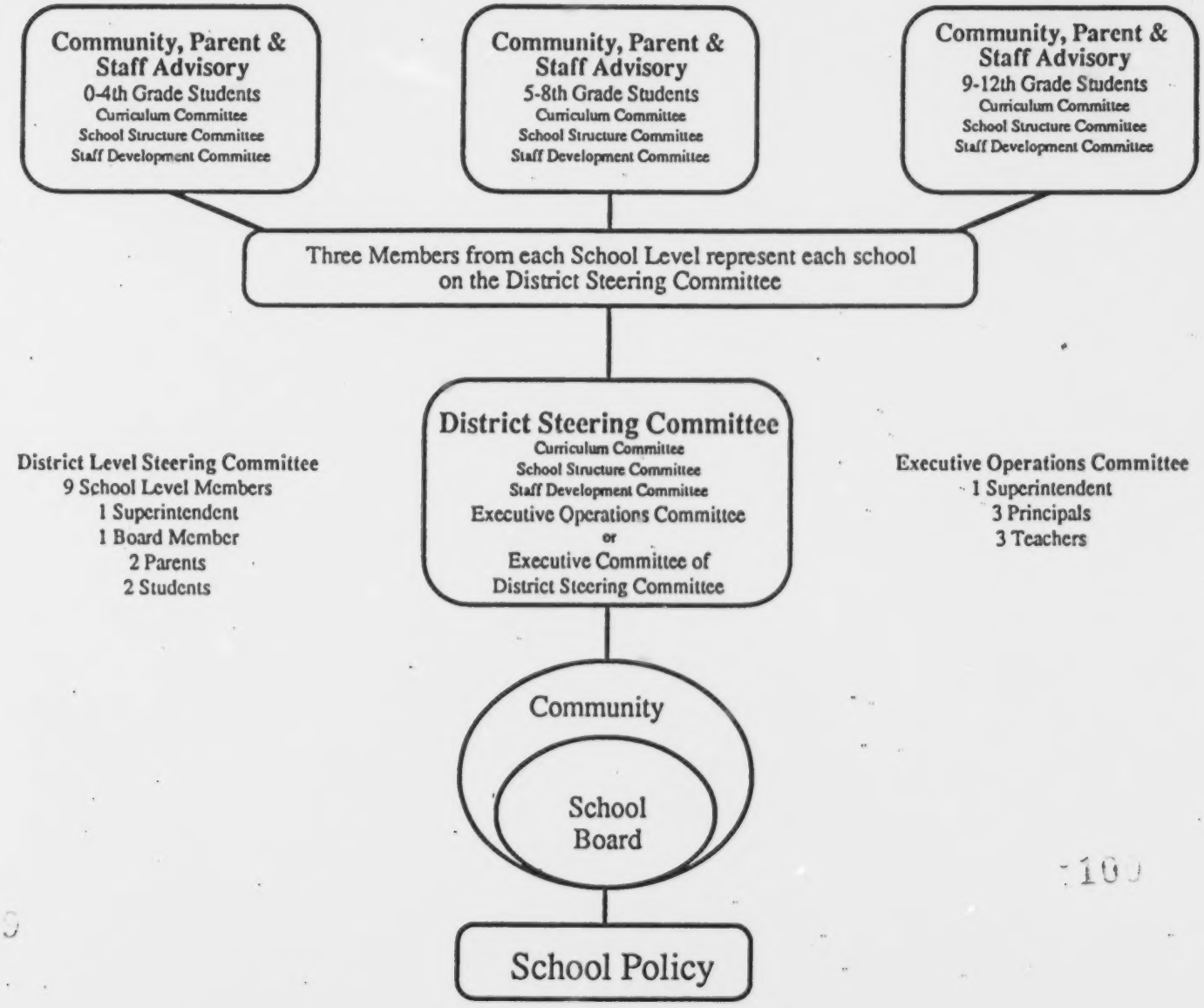
k-12 Curriculum Design Model


Global Village
Human Species
Comminicative and Expressive System
The Learners
Grade 12
Biological System
Evaluative and Belief System
Physical System
Bold circle represents transdiciplinary studies organized around global themes, great ideas, and major problems.
The circular pattern represents the student's pathway through the curriculum.
Kindergarden

District Learner Goals

Skills
• Attain the basic skills for life-long learning
• Locate, evaluate, and apply information
• Communicate effectively
• Use creative expression
Attitudes/Behaviors
• Have self respect
• Value the creativity of others
• Choose a healthy lifestyle
• Be able to manage change
The Learners Will
Knowledge
• Acquire essential knowledge of the characteristics of humans
• Acquire essential knowledge of the world as an inter-related social, political, and economic system.
• Acquire essential knowledge of the world as a physical system
• Acquire essential knowledge of the world as a biological system
Social Participation
• Relate positively to others
• Contribute to the well-being of their community
• Actively participate as responsible members of our American society
• Actively participate as responsible members of an interdependent world community
• Be environmentally responsible
• The learners' actions will reflect the values which contribute to family and community life

School District Reorganization Plan - Draft #2



CHAPTER 7
TO THINK WELL GLOBALLY IS TO ACT WELL LOCALLY
School Renewal in Greater Minnesota

Rural Minnesota in the World-Education 2000 is a multi-year model school transformation effort with an international and global perspective. Supported generously by The Blandin Foundation and The Bremer Foundation in Minnesota, this education renewal project involves three school districts in developing educational programs which include a global perspective. Additional sites in Yonkers, N.Y., Chicago, and San Francisco form the National Education 2000 network organized by the American Forum: A Global Perspective in Education Inc. In each Minnesota community--Brainerd, Laporte, and Redwood Falls--the major goal of the project is to provide students with an education that will help them become productive and responsible citizens in a world that is becoming increasingly more complex, changing, and interdependent. The schools are paired with state universities--Mankato State, Bemidji State, and St. Cloud State--as well as with the University of Minnesota and the Minnesota Department of Education. The concept of this project is that each district will develop a community participation model of school improvement and renewal at the local level that can be replicated in other schools.

FORMULATING A LOCAL-GLOBAL PERSPECTIVE

Many people who hear of the Education 2000: Rural Minnesota in the World project assume that it is simply infusing curricula with a global or international dimension. That is partially correct, in that one result of the project will be greater world-centered content--Chinese folktales in the third grade reading program and foreign language instruction school-wide along with studies of global issues and trends, among many other examples. But the key is also to ensure that there is a global perspective in education and that the education in each district is reciprocally global-local, local-global. It takes commitment and belief in the value of a world and multicultural perspective in every subject area, the same commitment it takes for math and science teachers to acknowledge their interdisciplinary connections, and their links to language arts skills.

In the past, attempts to add this global dimension to schools have focused almost exclusively on influencing individual teachers to bring a global perspective to the classrooms of teachers participating in them. However, most students are still denied such experiences because their schools lack curricular content and processes, and corresponding programs which will ensure that all students systematically receive an education that will help them understand how they participate in an interconnected world of interactive systems: ecological, economic, sociopolitical,

multicultural, and technological. And that by understanding their global interconnections, they will more reasonably choose the directions of their own and their local communities' future.

A global perspective, however, is much more than international connections and appreciation for other cultures. "Global" serves as a catalytic concept to help communities think about the nature of the contemporary world and the possibilities of the whole, and to ground that understanding in the embeddedness of a local, lived experience. In Rene Dubos' terms, "Think globally, but act locally." The Education 2000 process encourages communities and school staff to reflect critically, and through a consensus approach, determine what students need to know about these global themes: a) human values and cultures; b) global systems (from ecological to economic to technological); c) persistent global issues and problems (including local contexts); and d) the historical antecedents to global interdependency and future possibilities.

CONCERNS

There is a down side to the global education movement. It is controversial, and that scares some people. Steve Lamy, a major theorist of global education who heads the Center for Public Education in International Affairs at the University of Southern California, insists that there are a number of worldviews on global education and that there are a number of sociopolitical perspectives held by people and groups who want to influence what happens in schools. There are people who believe that there are no "sides" to issues--that there is one perspective, one worldview, one set of truths. They can be absolute relativists, utopian leftists or rightists, nationalists, internationalists or transnationalists. Westerners tend to be either/or categorizers and interpreters, so that thinkers at the center of conceptual movements tend to become parochial and chauvinistic. Instead of looking for commonalities and interconnections better to understand diversity, many proponents of global, international, peace, environmental, multicultural and global education(s) tend to define and defend themselves to the detriment of educational transformation.

NEW PARADIGMS AND CONCEPTUAL FRAMEWORKS

John Goodlad, the United States' preeminent educational reformer, argues in The Ecology of School Renewal (1988) for two systemic or global concepts that are essential to understanding the unique character of the Education 2000 project in Minnesota. First, schools will not change fundamentally until they abandon the traditional factory-production model of schooling (mechanistic system paradigm) and embrace an ecological (organic system) paradigm. The problems of schools are the problems of ecosystems. "Rather than viewing the environment as hostile, which requires school people to create shells around the schools to protect them, the ecological viewpoint embraces an open, interdependent view in which school

boundaries are positive bonds between schools and the communities they serve." A fundamental key to the Educational 2000 project is an openness to and involvement of the community in decision making about what they value and believe schools should be; second, it is also the building of trust and understanding and equal stature across roles, buildings, and grade levels.

A second point Goodlad and his colleagues make that is intrinsic to our project is that what kids study in school is rarely guided by "some kind of overarching conceptual framework (a curriculum document, if you will) that defines the domains and both the comprehensiveness and the balance that each student's curricular encounters should reflect." This 'framework' or 'blueprint' or 'conceptual system of systems' is at the center of our collective efforts at present.

DEVELOPING A NATIONAL MODEL

Early in 1987, the American Forum initiated steps to form a National Model Schools Network. This effort was the outgrowth of the recommendations of the National Commission on Global Education contained in its report, The United States Prepares for its Future. The purpose of the network (Education 2000) is to bring together in selected communities throughout the United States, the resources and talents of local school districts, institutions of higher education and state agencies to undertake a long-term development effort focused on providing education for citizenship in the twenty-first century. The three-phase process model for project, community, and curriculum development is formulated in the American Forum's Next Steps in Global Education: A Handbook for Curriculum Development (1987).

Phase One

From October 1988 to August 1989, the first phase focused on organizing a steering committee, training school and community leaders, and developing local strategic plans for the remaining phases. The districts held community forums both to inform and be informed by the community. At one forum on how the community was linked to the world, the most moving speaker was a sheep farmer, who jolted the audience of some 200 community people with the story of how his livelihood is affected by events around the globe. Every day, he said, he's aware of being part of a global system, not simply ecological, but economic. He sits at his home computer and links to the whole world, tracking grain prices in Canada and Australia and the price of ewes in Syria and Pakistan. What happens in one place affects his livelihood in rural Minnesota directly or indirectly.

Phase Two

Beginning in September, 1989, the second phase consisted of community involvement in setting a mission statement, determining school goals in light of a common understanding about the nature of the contemporary world and what the community values. This leads to a needs assessment and development of curricula and continued staff development. Each of the districts is now concluding this second phase by formulating an "overarching conceptual framework." In Laporte, the focus has been on a 'blueprint' for curricula. in Brainerd, they have combined their outcome based education and global education committees into one Brainerd 2000 Education Steering Committee to build a "framework" that addresses the goals of outcome based education within a global perspective. In Redwood Falls, "an overarching conceptual framework" has led to a commitment to school transformation, that is, a change in the educational paradigm. For as soon as a community has agreed upon a common understanding of what is valued and what should be taught, the inevitable and more difficult question arises as how actually to implement and enact those values and goals. 'What are we going to teach?' is transcended by 'How are we going to teach?' What are the preferred strategies, programs, and organizations we need to practice what we preach we value?

Phase Three

The third phase of the project focuses on program implementation and continuing evaluation and staff development. It will take a number of years to fully realize Phase III such that the process of continuing school improvement is irreversible. But what is already fully evident in each of these unique ecologies is that each in common and differing ways is recapturing the mythic ethos of democratic communities: that trust and collaboration, that democratic decision making and consensus building, that self-study and long-term strategic planning are not only possible, but essential, for school transformation and a healthy ecosystem. A paradox of American schooling is that, while its primary role has been to transmit and inculcate democratic values, it typically occurs within an organizational scheme of at worst, authoritarianism, and at best, oligarchy. In each of the districts, we have been witnesses to how the adults reflect upon, justify, and sometimes change their definitions of roles, authority and decision making.

Redwood Falls School District 637, located on the rich prairie of western Minnesota, was an original member of the Education 2000: Rural Minnesota in the World Project begun in fall 1988. Education 2000 is a national global education/school renewal effort with origins in The United States Prepares for its Future (1987), the report of the Study Commission on Global Education led by Clark Kerr, president emeritus of the University of California, and John Goodlad, director of the Center for School Renewal at the University of Washington, and the United States' premier educational researcher (e.g., A Place Called School, 1984). Accompanying

the Report was the American Forum for Global Education's publication, Next Steps in Global Education: A Handbook for Curriculum Development which provides a theoretical framework and community based process for what was then considered to be largely K-12 curriculum development.

Education 2000 is based on a global perspective of the contemporary world and is committed to facilitating local models which address what students should be learning in our community, and what we should be teaching to prepare them for democratic citizenship and life in a world increasingly changing, complex, and interdependent, both locally and globally. Education 2000 provides the process, time, and resources to question and reflect deeply on our values and to determine community consensus about shared goals of education. As Goodlad points out, schools are rarely guided by "an overarching conceptual framework," or educational blueprint, acting as a guiding framework to make decisions about preferred programs, practices, and school organization. In Redwood Falls, we not only asked what we are going to teach for the twenty-first century, but how we are going to teach (the medium becomes the message), how we are going to organize time and space, and how we are going to govern our schools. Thus, we are no longer describing a global curriculum project, but a local school change and renewal process.

After three years, Redwood Falls has constructed an educational blueprint that is being used to design new curricular programs, guide instructional practice (staff development in cooperative learning, learning styles, interdisciplinary teaching, global education, experiential learning, and personal and organizational change), and organize new institutional structures (e.g., school district reorganization and a district-wide steering committee whose membership includes two high school students to guide long-term strategic planning). We have discovered that the broadest possible community involvement is needed for the success of the project. District vision, mission, learner outcome goals, and planning for implementation have had broad community input, and serve as value statements to guide the community in practicing what it believes. We are now in a three-year process to implement fully our educational blueprint. This will require ongoing staff development, selection and development of instructional resources, curriculum writing, revision of courses and learning experiences, and continuous assessment and evaluation as the basis for perpetual growth and renewal of this school ecology.

But Redwood Falls is not heaven and it never will be. Redwood Falls is what Goodlad calls a "broken front," in which some people like things just the way they are, others don't care, and still others never considered the question. But a critical mass of people in the community and school have joined together to make Redwood Falls a more democratic and humane community for the adults who are part of the school environment, thereby empowering them through lived experience to facilitate the same environment for their children. That's a reasonable

expectation for a democratic community whose mission reads "to provide life-long learning opportunities enabling individuals to become confident, happy, productive, and responsible people living in an interdependent world community." Happy and confident? In a word---YES!

Two illustrations help clarify the educational blueprint guiding the Redwood Falls community. (See illustrations in Chapter 6) Figure 1 is our curriculum design model moving upward in an unbroken spiral from kindergarten through twelfth grade. Think of each of the concentric circles as isomorphic templates, each reciprocally informing the others. District mission, learner outcome goals, global themes, and world systems act as strands which permeate the K-12 curriculum. They guide and inform all curricular, organizational, and preferential learning and teaching strategies. The "curriculum" is then delineated in terms of learner outcomes--knowledge, abilities, skills, values, and social participation. To avoid reductionism and the trivialization of the educational whole to meaningless objectives, a process of "backmapping" will be utilized, signifying reciprocity between the whole educational experience and objectives or parts. For example, a K-12 outcome-based education "maps out the scope and sequence of the curriculum." To implement the model appropriately for an individual student, we continually refer back to our guiding mission and goals and global themes (the community's shared values) as we enact the lived experience of our educational plan, then "map backwards" to reconstruct, as a form of evaluative assessment, where the child began in relation to how she or he has grown and learned.

Figure 2 is Goodlad's adaptation of Boulding's World as a Total System. It provides the core curriculum framework for a global/international and local education in Redwood Falls. In a letter after a May 1991 visit with shareholders in the Rural Minnesota Project, Goodlad wrote, "My position in regard to what you refer to as 'our systemic wheel' is that we cannot sustain a core curriculum based on an array of required specific subjects. Instead, the core should be made up of the major domains of knowing and knowledge--and this means pushing back to the world's systems of organizing that knowledge for human consumption. The late Larry Cremin referred to this process as humanizing knowledge--making it accessible to humans. Once this is done and in view, teachers and students are left reasonably free to sample more specific knowledge (or subjects) representing each of these domains. The process of rigor involved should result in an array of courses, each of which reaches the roots of knowledge with equal rigor."

It is this same kind of rigor that permeates this Rural Minnesota in the World project. Some critics argue that too much time has been taken up with Redwood meetings and forums. Too much talk and too little action. But in order to rediscover the sense of community, to build a shared understanding of school innovations, reforms and future trends, to understand the world as a global system, to train in democratic process and collaborative technique requires time; in some cases we've

made mistakes, wasting time and resources. Overall, however, the community grows well on a "broken front" with a renewing global and local worldview.

Education & Youth

The Redwood Gazette

Education 2000 receives state, national recognition

Staff photo by Sharon Mace

Students that participated in the Education 2000 Implementing School Change Institute, at the Redwood Inn are, back row, left to right: Rachel Haapoja, Tracy Lepper, Sarah Brewer Front row: Stacey Hammerschmidt, Wendy Weckworth, and Kris LeSage.

Students participate in Education 2000 summer workshop

By Sharon Mace
Staff Writer

Teachers have personalities, legs, insecurities, and have to study – they are people just like the students.

That was the amazing discovery made by six of the eight students who were part of the Education 2000 Implementing School Change Institute held last month.

The students and teachers attending the institute shared ideas and concerns about the classroom and curriculum and listened to speakers talk about cooperative learning and grading.

The students felt the teachers respected their opinions and by the end of the five-day seminar, felt a different comfort level with their teachers.

But not comfortable enough to call them by their first names.

One student said she used a lot of eye contact to get a teacher's attention in the round-table discussions.

One recalled that when she was notified by phone that she had been accepted for the institute, the teacher identified himself by his full name and she couldn't figure out who was calling.

For most students a teacher's first name is Mr., Mrs., or Ms., not Steve, Jaime or Connie.

When the Institute started, all the students sat at one table, but by the end of the week, they felt comfortable enough to sit at a table that included teachers.

"They respected our opinions" said Stacey Hammerschmidt, a junior at Redwood Valley High School. "They know we are the way to the future."

Kris LeSage, a senior at RVHS described the group as "a bunch of people at the same level, with one problem, looking for a solution."

Students gained respect for the local education staff, their responsibilities, the way they work together, and insight to the teachers concerns about the classroom and what Education 2000 means.

Wendy Weckwerth, a junior at RVHS said, "if more students know about the project and what they are trying to do... they would be more supportive of the project."

Phrases like 'cooperative learnin,' are very abstract, students said. But during the Institute they discovered what it means and the pros and cons for that process.

"Cooperative learning can be beneficial," LeSage said. "Sometimes it happens and students are unaware of it."

Grading a student's progress or knowledge is usually a good subject for a debate, locally, statewide and at a national level.

"We found out that neither the students or the teachers particularly like it," commented one student.

For LeSage and Weckwerth, it was an opportunity to get to know the teachers and some of the issues of Education 2000, before attending monthly meetings during the school year as student representatives to the committee.

Brewer summed up the success of the Institute for students when she quipped, "I learned a lot, and I didn't have to worry about a grade."

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Education 2000 gives educators the chance to dream about future

Larry Gavin
Ed 2000 staff

Most educators get to spend very litle time imagining ways to improve school.

What with mounds of papers to correct, lessons to prepare, graduate classes to take, events to coach or supervise, in addition to church, community and family obligations, teachers seldom have an opportunity to dream about what could make school a better place. They seldom have time to dream about what ingredients of schooling need to be changed, improved, or have outlived their usefulness. However, deep in every educator's mind is a vision of the perfect school.

Education 2000, Rural Minnesota in the World, has given people in district 637 the chance to dream about the future of education, and a chance to shape the vision.

School is familiar: More than any other public institution, the workings of school are imtimately known, because everyone has been to school. School has its own customs, ceremonies, and vocabulary. School has been, in many ways, its own society often isolated, distant and intimidating to the wider community it serves.

Ed 2000 has worked to change that. First, by a series of public forums dealing with the future. These forums led to a shared vision of education in the future, and to a mission statement for all learners, adults, teachers, school board members, administrators and parents.

Informed by the district mission statement, and the public forums, professional educators met to establish educational goals for all the children of this district. In small forums, professional educators met to establish educational goals for all the children of this district. Educators met in small goups, in large groups, over coffee, pizza, phone lines, and in staff-organized graduate classes and in-services.

Educators doing the difficult intellectual work of establishing goals. Then, professional educators presented these goals to community groups for suggestions and input. Finally, the goals were approved by the school board.

And all the while visitors were dropping by. People from Mankato State University, The University of Minnesota, Joe Nathan from the Humphrey Institute and The Center for School Change, the Minnesota Department of Education, all curious about what we were doing, and our Ed 2000 committee members were quietly speaking to groups and conferences about "What was being done in Redwood Falls." Quietly laying the ground work for transforming school.

There have been setbacks, and the process isn't nearly over. The district has cut funds for the project, but teachers have written grants to try and make up for lost money, and the dream

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continues to shift, escape and rematerialize like only a dream can

School is familiar: That's one of the things that gets in the way of change. Some people want school to stay the same, like they remember it, or think they remember it, but nothing else has stayed the same. The world is different, the students are changed, the family exists in a variety of forms. School needs to acknowledge these changes and change too.

Success is another thing that gets in the way of change Students in this district have been well-served by this system Politicians are fond of saying "if it ain't broke, don't fix it." People out in the countryside, however, know the difference between fixing something that's broken and preventive maintenance.

After politicians speak, experts usually have their say, but Education 2000 has listened to the real experts, parents teachers and people that care about what is best for this community and the children for which we share responsibility. No one knows us like we do. We need to see ourselves honestly, without the bias of tradition and custom or the impediments presented when one is afraid to get below the surface to what learning really is.

That is what Education 2000 is trying to do. To define learning and to insure it happens and that it is relevant for everyone. To eliminate those programs, structures and practices that stand in the way of learning or that have nothing to do with it, and to build a school that is truly a system supporting and being supported by the community in which it exists.

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Education 2000 remains intact despite district's budget cuts

By Sharon Mace
Staff Writer

Education 2000, called "the flagship of the district," by Superintendent Gary Swenson, appears to be afloat, despite major budget cuts in the general fund of the Redwood Falls School District.

When the Redwood Falls School District was selected as one of three schools in the state to participate in the Rural Minnesota in the World, Education 2000 program, under a three-year grant funded by the Blandin Foundation, Otto Bremer Foundation and the Southwest Initiative Fund (SWIF), board members agreed to commit $4,600 each year to the project.

This is the end of the third year, the end of the original commitment by the school board.

Lance Zellmann, District 637 coordinator for the Education 2000 project said, "the steering committee is seeking money to fund the project for another three years. The district is maintaining its commitment, but the funds won't be from the general fund, but some other source."

The Education 2000 committee has submitted grant applications, again to the Otto Bremer and Blandin Foundations. But the results won't be known until this summer.

In addition, they have applied to the SWIF and the Center for School Change, part of the Humphrey Institute. Zellmann said the school should hear from Joe Nathan at the Center for School Change any day, whether or not the district is a finalist in the grant program.

"Grant money is out there, but there are a lot of people competing for the same dollars," Zellmann said. "There were over 100 applications, from within the state, for Center (for School Change) grants."

The three-year process, which included community input meetings, is at the point where the staff is ready to develop a curriculum, based on the mission of the project, and community input. After that, there will be staff development

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training and teaching strategies will be developed.

Zellmann hopes to develop learning experiences where older students, who have studied government, become involved in the community as members of public and private committees.

So far, the district has benefited from the program and its alliance with the University of Minnesota and Mankato State University.

Through Dr. Walter Enloe at the University of Minnesota, many visitors from Japan have come to Redwood Falls to experience life in rural America and share their culture with students in various classes.

District teachers have been able to have courses designed specifically to meet overall district needs, through Mankato State University.

Zellmann is absolutely thrilled that Dr. John Goodlad, a professor at the University of Washington and "one of the leading educational thinkers in this country," according to Zellmann, will be in Redwood Falls May 10, to conduct a workshop with some staff members and Education 2000 steering committee members.

"Our project has studied some of his writings and we have been thinking about implementing some of his ideas. It is an extremely rare opportunity for a school district to have someone of that caliber, all to ourselves, to get feedback on our program," Zellmann said.

Goodlad is coming to Redwood Falls after he speaks at the University of Minnesota.

"I am very confident the district financial commitment is there and also very confident the administration is 100 percent behind the project," Zellmann said. "The staff is behind it so I feel real good right now about the chances for grant money."

Board approves Education 2000 report

By John Radzilowski
Staff Writer

The Redwood Falls Board of Education approved the Rural Minnesota in the World Education 2000 project report at its regular meeting Tuesday.

The project report, as presented to the board, consists of 10 assumptions about the future which will have an impact on education, district vision and mission statements and a list of 18 "primary goals" the district will strive to achieve in the future. The report was presented by Lance Zellmann, the project's coodinator, along with three members of the subcommittee which came up with the primary goals.

The district primary goals are the heart of the project. They are things which all learners should be able to achieve and are divided up into four areas: skills, knowledge, social participation and attitudes and behaviors.

The skills goals consist of having learners: attain the basic tools to facilitate life long learning; be able to locate, evaluate and apply information; communicate effectively and express themselves creatively.

The knowledge goals will require students to know the essentials of human, social, political, economic, physical and biological systems.

The social goals will ask that learners be responsible members of families and local, national, and world communities.

The attitude and behavior goals will seek to have learners who respect themselves and others and be able to manage change.

Zellmann described the goals as

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"interrelated," with the achievement of one goal often dependent on the achievement of others.

The Education 2000 process has been going on for more than a year and has gone through a series of community forums and meetings, staff input sessions and committee and subcommittee meetings.

Part of the project's on-going process will be an assessment of how well the district is currently meeting the primary goals.

The project's next step will be working toward the application of these goals at both the district and the school level. The process will consist of three steps which Zellman laid out as: "program," or what needs to be taught; "practice," or how the goals should be taught; and structure and organization which will support the accomplishment of the goals.

The board also approved an "inclusive education plan" for "multi-cultural/gender-fair/disability-aware" education, as presented by Redwood River Education District Curriculum Coordinator Jay Haugen. The plan, mandated by the state, will focus attention on four so-called "cultural groups," American Indian/Alaska Native, Asian American/Pacific Islander, Black Americans and Hispanic Americans.

In other action, the Redwood Falls Board of Education:

- Approved the immediate resignation of Food Service Director LaVonne Walter.
- Approved the purchase of 100 cummerbunds for the marching band and 16 helmets for the football team.
- Moved to commend spelling bee participants from grades 5-8 and ninth grade student Dawn Lothert, whose essay, "Life's Questions," was published in the February junior high edition of "The High School Writer."
- Discussed the progress of the building project, which is proceeding well, according to Superintendent Gary Swenson and Board Chairman Don Vance. A tour of the construction site, in concert with the Morton school board, will be planned for board members.

Education 2000 steering committee proposes goals

By Sharon Mace
Staff Writer

The Education 2000, global education steering committee has been sifting through ideas gathered from residents of the school district last year, to develop goals for the program when it starts being implemented in the 1991-92 school year.

The steering committee, comprised of community volunteers, faculty members from Redwood Falls-Morton High School (RF-MHS) and Reede Gray Elementary and administrators from both schools have worked to develop 18 goals for students in the district to meet, preparing for education and careers in the 21st century.

The 18 goals are not written in stone, and before they become more concrete, the steering committee is planning a Community Forum, 7 p.m., Dec. 4 in the high school cafeteria, to further discuss the goals.

"We've taken those ideas that came from community members last year and developed some statements," said Lance Zellmann, RF-MHS faculty member and coordinator of the Education 2000 program. "We want to share what we have, get comments from discussion groups and see if we have captured what they told us last year."

Small group discussion will be held and Zellmann hopes those present can arrive at a consensus of the mission and goals of the project.

Then a second meeting, with community members, teachers and administrators will be held Dec. 17, for finalization. Then it will be presented to the Redwood Falls Board of Education for final approval in January.

The Education 2000 program will be phased into the curriculum over several years, beginning in the 1991-92 school year, Zellmann said.

"To some degree it has already been started by individual teachers," he said, "but I think by next fall we will begin to implement changes derived from these goals."

The changes will not be readily visible, but subtle changes in how the curriculum courses are taught.

"Probably the most visible outcome will be that we are hoping to have students learn more through community involvment," he said, "the high school will be the headquarters and the community and the world will be the learning environment."

This is the final year of the original three-year project. That also means that the original funding will run out. Zellmann said the faculty, administration and steering committee members are exploring other funding alternatives through grants.

Education 2000 District 637 Vision

Educational opportunities should be accessible for all learners. These opportunities should be ongoing, active, relevant, and reflective of current world realities.

All learners should experience significant academic, vocational, personal, social, and cultural growth. This experience should be comprehensive with a strong basic core and flexible enough to allow for individual interest and specialization.

The learning environment should allow learners to personalize the curriculum and to be actively involved in the learning process. It should enable learners to develop collaborative skills and demonstrate positive competitive behaviors. It should also be closely connected and integrated with the community and the world.

Learners should view learning as a life-long process. Critical thinking, creative thinking, reflective thinking, problem-solving, and conflict resolution should be emphasized.

The curriculum should reflect the interdependence and interconnectedness of the people of the world. It should help learners understand themselves, their community, and their nation as part of a world which consists of interrelated physical, biological, economic, political and social systems.

Education 2000 Mission Statement

"To provide life-long learning opportunities enabling individuals to become confident, happy, productive and responsible people living in an interdependent world community.

Proposed Education 2000 Primary Goals

The learners will:

1. Attain the basic skills to actively participate in lifelong learning.
2. Locate, evaluate and apply information.
3. Communicate effectively.
4. Acquire essential knowledge of the traits and characteristics of human beings.
5. Relate positively to other human beings.
6. Have a positive self-concept.
7. Use creative experssion.
8. Value creative expression of others.
9. Actively participate as responsible members of American Society.
10. Acquire essential knowledge of the world as an interelated social, political, and ecnomic system.
11. Actively participate as responsible members of American Society.
12. Actively participate as responsible members of an interdependent world community.
13. Acquire essential knowledge of the world as a physical system.
14. Acquire essential knowledge of the world as a biological system.
15. Be environmentally responsible.
16. Be able to manage change.
17. Contribute to the well-being of society.
18. The learners actions will reflect the values which contribute to community life.

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School receives grants for curriculum development, program

By Sharon Mace
Staff Writer

The Redwood Falls school district has received $42,600 in grant money for mentorship and curriculum development in the school.

Applying and receiveing grant money is one way to enhance programs, without dipping into the school budget.

At a time when school budgets are tight, and looking forward to providing education in the new Redwood Falls Middle School/ High School, Superintendent Gary Swenson and high school staff members went after grant money that will be applied to the Education 2000 program, supply start-up money to develop the Native American culture and heritage into the curriculum, and a mentorship program of tenured teachers to new educators in the system.

Education 2000

The Redwood Falls School District is one of three in Minnesota selected to participate in The Rural Minnesota in the World, Education 2000 project.

It has received grant funding from the Blandin Foundation, Otto Bremer Foundation and the local school district to support a three-year program to study the current curriculum and then incorporate and implement new teaching and educational directives so students are prepared for the world in the next century.

In addition, the Education 2000 steering committee, under the direction of Lance Zellmann, jumped through the grant hurdles and received a $22,600 grant from the Southwest Minnesota Initiative Fund (SWIF) to further the goals of providing an educational environment so students will become productive and responsible citizens in the world of the 21st century.

Zellmann wrote, in the project description: "The concept of this project is to have the Redwood Falls school district develop a community participation model of school improvement and renewal at the local level that can be replicated to other rural schools in southwest Minnesota."

The Education 2000 program began during the 1988-89 school year with the organization of a steering committee, training of school and community leaders and developing plans for the remaining two years.

Now in its second year, a school mission statement has been established and the school district staff is in the midst of assessing and developing the curricula and the staff itself.

The next step will be to implement new and revised courses, the selection and development of resources and further staff development.

The local educators and steering committee members work closely with staff at the University of Minnesota, Mankato State University, the American Forum for Global Education and the Minnesota Department of Education.

Although the district was chosen as one of the pilot projects, the implementation costs money for staff development, seminars and substitute teacher salaries.

"We need the money so that during the summer months we can pay teachers salaries during staff development when they work on improving and upgrading teaching strategies," Zellmann said.

Swenson added, "we are at the point of being ready for staff development. . . but we need the fiscal commitment and this will give us that opportunity. . ."

Staff members learn about cooperative learning concepts and how to teach in an interdisciplinary manner.

Zellmann and Swenson hope to share the program results with members of the Red River Educational District members as it develops.

"We look at involvement through sharing with the ed

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district and other avenues," Swenson said.

"It's really a satisfying feeling to have been awarded the grant," Zellmann said. "It (Education 2000) is an important and vital program."

American Indian Language/Cultural Education Grant

The Native American culture of the Lower Sioux Community has lived side by side with the more predominat caucasian culture in Redwood Falls for decades.

Now a step is being taken forward to design instructional units and materials in American Indian History and Culture which can be integrated into the curriculum of the Redwood Falls and Morton school districts.

The two local school systems will share approximately $15,000. They are one of three school systems, the others being Red Wing and Robbinsdale, that share a $45,000 grant from the state Indian education program. The money comes from the federal government and is funneled through the state of Minnesota.

The teacher training will take place in mid-August in Redwood Falls. Approximately 10-15 instructors will an intensive week of study under Indian educators.

"They will be learning about the Indian culture about half of the day from speakers like Dave Larson and others from outside the school district," Superintendent Gary Swenson said, "and the second half of the day they will spend writing activities and developing curriculum for students k-12."

Larson, is a resident and tribal chairman of the Lower Sioux Community for many years, Indian student coordinator at Redwood Falls-Morton High School and a member of the state Indian Education Committee.

The program was put together by Jacki Fraedrich, Robbinsdale Indian Education director. She wrote the grant as part of the Robbinsdale Cooperative American Indian Language and Culture Education project and, for the first time, included the Redwood Falls and Morton school districts after a meeting with Larson, Swenson and Morton Superintendent Dr. Dale Hankey.

"There will be an outstanding and diverse group of Indian educators coming out," Larson said. "They will address the total Indian culture and also the specifics that apply to this area."

A few years ago Larson, and instructors Ed Braaland, Nadine Peirce and Wayne Junker put together an Indian education curriculum for students K-4. Denny Stoterau has implemented sections of the Indian cultural experience into the junior high social studies classes.

But according to both Swensona and Larson, that was only bits and pieces and a rather hit and miss way of approaching American Indian Language and Culture into the curriculum.

"This program will allow teachers to take off in a way that is comfortable for them, in their teaching style, in their classroom," Larson said.

Applications are currently being taken for the limited positions available during the workshop this summer.

Mentorship program

Educators coming into the Redwood Falls school system, will receive an extra boost from tenured teachers in order to more quickly adapt to the goals and objectives of education in the district, thanks to a $5,000 grant from the Minnesota State Department of Education.

Local educators will act as mentors to beginning teachers, or teachers that are new to the local system, Swenson said.

"Unofficially we have done this sort of thing for quite some time. . . we're getting smarter. . . it is an investment in the future and in people who work with kids. . ."

The mentorship program is a sub-committee of the staff development program with members, Barb Darr, Sandi Swartz, Shriley Espeland, Ed Braland, Robin Partch, Jim Darr and Swenson have been working for some time developing a program that will be operational in the local district and could extend to surrounding districts, such as the members of the Red River Education District as well.

The mentorship program in Redwood Falls begins long before a college student becomes a teacher.

"We have had some experience with programs at Southwest State University," said Barb Darr, "in a field base program which brings them (student teachers) into the system long before their last year and student teaching."

In the early year's of a college students career, if they are thinking about entering the teaching profession, they are brought into the school system to watch and observe classroom activities.

"They become better prepared and are further ahead because they already are familiar with the community, school and system," Darr said.

Darr attended a class last summer on mentoring. As a graduate of the course, she was notified by the State Department of Education that grant money was available to implement a program locally.

"We are one of only eight schools in the state to be accepted," said Swenson. And the only one in southwestern Minnesota.

One of the stipulations of the grant was that a school district have at least five people who would qualify to receive the services of a mentor. A new teacher is described as anyone with less than three years in the teaching field.

"What is neat about the program," Swenson said, "is the assistance that can be given to these young teachers both personally and professionaly.

The grant money will allow more of the local staff members to receive the mentorship training and to put together a handbook for the school administrators, teachers, mentors and mentee's.

The handbook will serve as a checklist and informational source for everybody, Darr said. "We have been informally mentoring for thousands of years. . . this is just an organized forum, establishing each person's role. . . "

Local educators Darr and Partch gave a presentation to the Red River Education District members. "I think the seeds are planted," Darr said, "we [illegible] to continue to keep them abreast of what is happening with the

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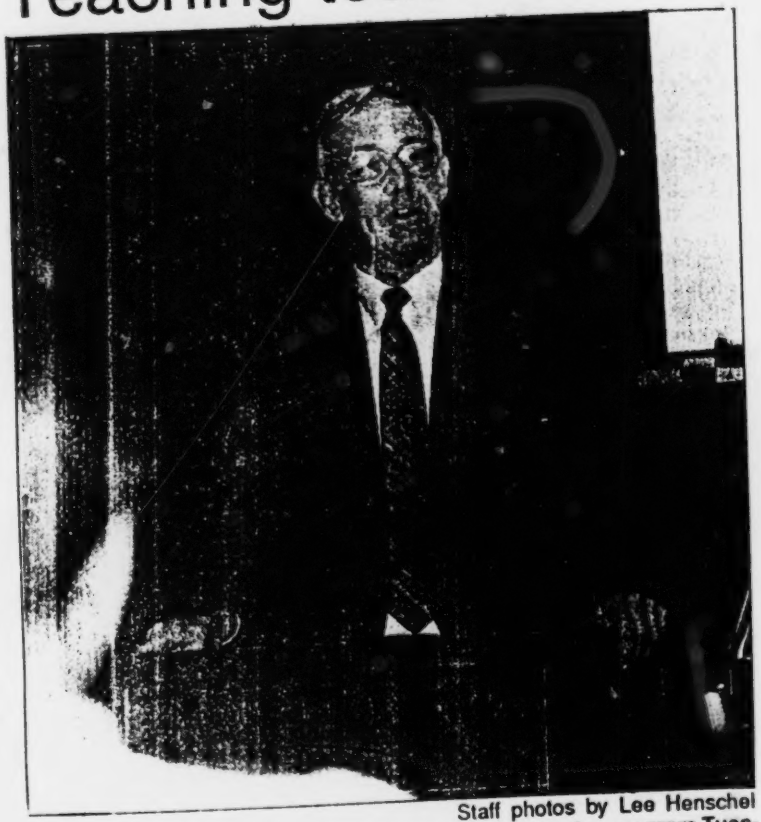
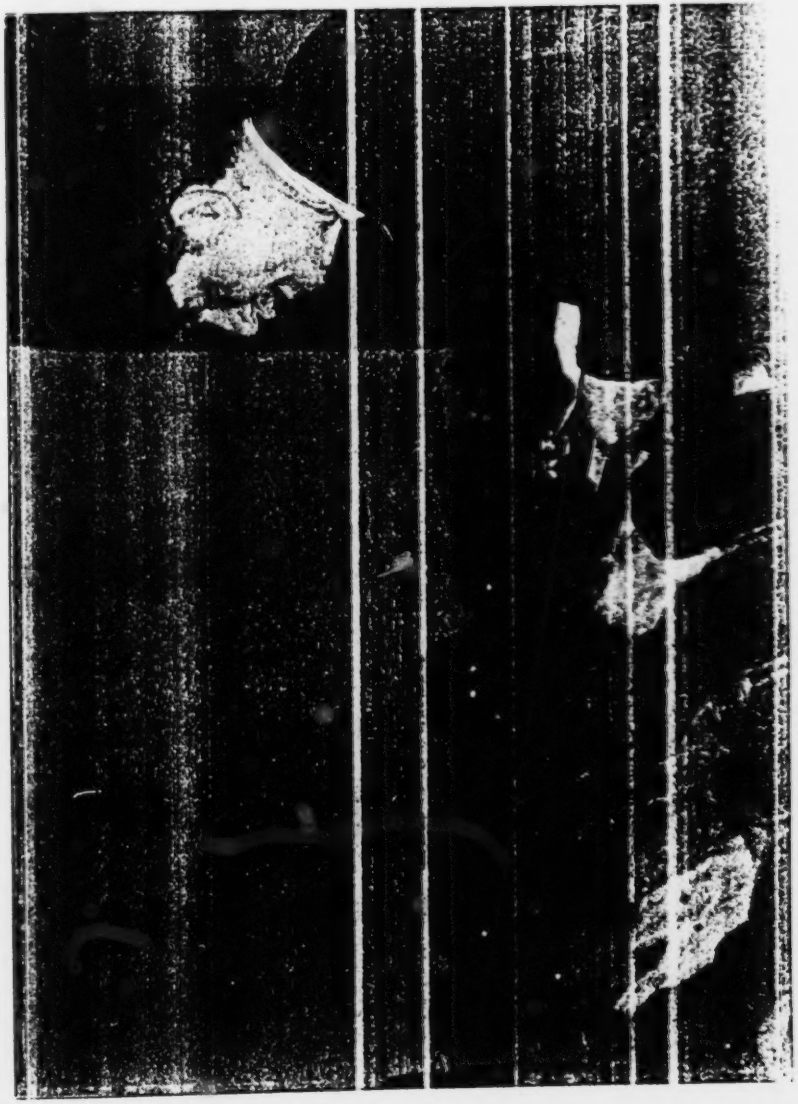
Teaching teachers



Staff photos by Lee Henschel

REDWOOD FALLS TEACHERS attended an in-service program Tuesday on Education 2000. Among the speakers was Deputy Commissioner of Education Bob Wedl, who spoke on the need for school change.



TEACHERS ALSO HEARD from Al Kamp, vice pres- education. Also
Sytec's links with the world and implications for future, by

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November 21, 1989

The Redwood Gazette

School mission outlined

Redwood Falls School Districts' Education 2000 Steering Committee has created a proposed school district mission statement.

The statement will be presented to the community and faculty for consideration, prior to presenting it to the school board at its December meeting.

"We wanted a short statement so that it would be usable and understandable, and concise enough so that it will be a driving force for the entire district," said Lance Zellman, Rural Minnesota in the World, Education 2000 coordinator.

At the last forum, approximately 35 people submitted ideas for the mission statement. A committee of five, representing community and educational perspectives, reviewed the proposals and drafted the mission statement.

> The mission of this school district is: "To provide life-long learning opportunities enabling individuals to become confident, happy, productive, and responsible people living in an interdependent world community."
>
> **— Proposed mission statement**

Zellman said the statement would be presented to interested community members, for comment and discussion at 7:30 p.m., Thursday in the RF-M high school cafeteria.

"After it is accepted by the school board, we will move on to identifying the major educational goals of the district," Zellman said. "Generally, that is deciding what students need to know, what skills they need to have and the values and attitudes that are desired in our system."

To develop the district goals, another committee, of approximately 19 people, will be

See Mission — Page 2A

★ Mission

Continued from Page 1A

appointed. The committee will have representation from the community, Education 2000 Steering Committee and faculty members from a variety of educational disciplines and levels.

"Then, probably in late winter, we will present those goals to the school board for approval," Zellman said.

"So far I'm real happy with the community participation, faculty interest and participation," he said. "I think we are moving along very well."

Education 2000 forum focuses on rural area growth

By Sharon Mace
Staff Writer

Earl Joseph planted seeds in the minds of area residents, Tuesday evening, that could produce a future crop of growth and expansion in agriculture and rural communities.

Joseph is a futurist. He studies past trends, present economic, geographic and social conditions and makes projections as to what can happen in the future, based on that information.

He was the guest speaker at the second Education 2000 forum and focused on the positive growth of the rural areas. He said the key to future growth is to think globally, but act locally.

"There will be a time, in the not too distant future, that you will not only be able to choose where you work, but also be able to choose where you live while you do that work," he said.

"How many of you here tonight would rather live in Hennepin county that Redwood Falls? A chuckle rippled through the 100 plus audience members, and no one wanted to move.

If attention focused on the use of agri-based polymers, rather than oil-based, on non-food applications of crops, and the telecommunications and fiber optics industry, the rural areas will prosper in the future, Joseph said.

It is cheaper and more efficient, he said, to "off-shore" the manufacture of products in rural areas than it is to farm it out to foreign countries.

"We are becoming a high-wage society, in the United States and in other developing countries," he said. "It is no longer the cheapest way to produce a product by having it manufactured overseas. Their standard of living is also rising."

Information in the world, 2,000 years ago, used to double at every 500 years; in the early 1900's new information was doubling every 50 years. Now it doubles every five years, he said.

"We have been an information based society and now we are becoming a knowledge-based society," Joseph said. Seventy percent of the jobs in the United States are information based. "That means as we develop into knowledge-based, we need to be more educated."

Education will still be primarily aimed at young people, but he said he believes that education will become a life-long experience.

It will be life-long, he said, in order for people to continually adapt to the rapid and massive changes in information that is available.

See Futurist — Page 3A

Education 2000 public forum planned for Tuesday night

The final Education 2000 public forum will be held tonight (Tuesday) in the Redwood Falls-Morton High School cafeteria.

This forum is what the two previous meetings have been leading up to, said Lance Zellman, coordinator of the project.

"The previous two were to show how Redwood Falls is already connected to the world and also, to stimulate thoughts and ideas on how the curriculum can meet that need," he said.

Zellman hopes those people who have attended previous meetings will come to the final session. "Those in attendance will be working together to write a rough draft of the Education 2000 Mission Statement," he said. "We will utilize information and ideas identified by focus groups to forge a new mission statement."

Superintendent Gary Swenson will address the group and explain what a mission statement is and its role in the organization of Education 2000.

However, the bulk of the evening will be spent in small groups which Zellman describes as a working session where people put thoughts and ideas together.

Once the mission statement is completed, district goals to meet the community and educators chosen direction will be made Then the final and most time consuming step will take place and that is the planning of the educational program in grades K-12.

"This will be a driving force in the education curriculum," Zellman said.

★ Futurist

Continued from Page 1A

"The key cognitive skill that is needed in our changing society is thinking," Joseph said. "It should be taught at every grade level." Other areas of education Joseph said need to be improved upon are in the sciences, maths, and foreign languages.

As foreign countries develop and produce information, Americans have to be able to have access to that information. If Americans don't have a foreign language skill, the information will go unused.

"Twenty years ago the U.S. had 75 percent of the innovative ideas and information. It has been reduced to 33 percent," he said. "If we don't tap into the other two-thirds of the world, do you see what we are losing?" he asked.

Another impact of a knowledge-based society is that there are more people visiting art museums and attending concerts, than there are going to sporting events. "Just look at the number of teenagers who attend concerts and the number of concerts they attend at that age."

To grow and have an active part in the future, rural areas must plan ahead and diversify their economy. "Do you know that the medical industry is the largest industry in Minnesota?" asked Joseph.

The medical industry as he described it includes biogenetics and applying it to crops to make them more resistant to natural destructive phenomena. "Wouldn't it be nice to have a corn crop that was hybrid for the northern climates and resisted bugs, therefore reducing the need for herbicides and pesticides?" Joseph asked the audience."Or how about a market-driven crop, rather than planting and producing for the federal government? It is coming," he said..

"We can get around natural limitations," he said. "The limitations for the future that we have to overcome are the way we think, our visions, the way we govern ourselves and the way we socially align ourselves."

Consider Redwood Falls' future at special forums

The Future — tomorrow, next year, 1995, 2001 and beyond. What will it be? It is a fact that many of the events and occurrences taking place in the next year or two don't "just happen". They are the result of, or affected by, decisions and events which occurred in the last few years.

If we are going to shape the future, we have to look beyond the next year or two. Those have already been shaped. We have to look on down the road 10 to 25 years or more. That is what Project Redwood is trying to do. And it is also what Education 2000 is doing.

I hope you can attend the forum Tuesday evening sponsored by Education 2000 and co-sponsored by Project Redwood. It features Earl Joseph, a well-respected futurist who worked for Sperry Univac for many years as a computer scientist. The forum begins at 7:30 p.m. on Tuesday, Oct. 10., in the Little Theatre at the high school.

This forum is the second in a series of three forums. Area residents who attended the first forum in September were treated to an interesting panel discussion of our local linkages to the world. This program should provide further stimulus for another exciting discussion with input from the audience. If you want to help shape the future, you need to be involved.

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Property valuation

Anyone interested in attending the annual Property Valuation Short Course sponsored by the Minnesota Extension Service should note that the course will be offered in this area on November 1 at the Mankato Best Western Garden Plaza or November 2 at Southwest State University in Marshall. For pre-registration information, call 1-800-367-5363.

Wayne Hansen
U of M Extension

Sustainable agriculture

If you are interested in Sustainable Agriculture, or would like to learn more about it, Iowa State University is offering a 12-week course by satellite. If you are interested in credit, cost will be $154.00 with an additional $10.00 materials fee. If you just want to watch it, you can tune in on Telstar 301, transponder 9-vertical, standard channel 17, downlink frequency 4040 MHz.

The class will be broadcast from 7-9 p.m. on Wednesdays, from Nov. 8 to Feb. 7, with no broadcasts December 27 and January 3. A copy of the brochure can be picked up in our office.

Fall fertilization

With the beautiful fall weather and early maturity of the crops, harvest is progressing very well. There should be plenty of time to think about your fertility program for next year.

In this part of Minnesota, you can use the nitrate test to determine how much residual nitrogen is left for next year. Because of our lower rainfall (hopefully not that low, though) N losses from leaching and denitrification are much lower than the eastern parts of the state. There is a low potential for loss from fall-applied N if application is delayed until the soil temperature reaches 50 degrees F. The probability of a response to the use of a nitrification inhibitor is very low.

Discussions with dealers indicate that there may be some discounts worth looking at for fall-applying fertilizer. They can't possibly handle it all in the spring. But, before you put on P & K, SOIL TEST. I see a lot of results come across my desk with levels high enough that fertilizer won't be needed for years. If the phosphorus test is over 20 ppm and potash over 150 ppm, you don't need more fertilizer. Except perhaps a little starter if you are equipped to put it on.

There apparently were potasium deficiencies again this year in some of the ridge-till corn. Our researchers suspect compaction. Symptoms showed up last year also, but did not always result in a decrease in yield. Trials in Murray County indicate that application of potash in the center of the ridge last fall seemed to correct the problem.

EBDC Fungicides

Manufacturers recently announced a voluntary suspension of many restrictions involving food crops. Mancozeb, maneb, metiram, and zineb are four common names for these compounds. They are frequently used for fungus control on some fruit and vegetables and are used by many homeowners and gardeners. One common use is for apple scab.

All products manufactured after January 2, 1990, will contain the new labels and use patterns. Distributors and individuals possessing supplies of previously manufactured material can legally use it up according to the old labels. It is important, though, to note that most formulations of EBDC will not remain stable past two years. Be sure to store in a cool, dry place.

While there is a potential danger from possible carcinogenic effects from life-time exposure, the bottom line is that the health impact of removing EBDC's will be mixed and likely impossible to measure. Consumers should be concerned but not alarmed by the increased publicity about pesticides. Individuals should not throw out or refuse to purchase fruits and vegetables. The dietary advantages of vitamins, fiber and potential anti-cancer components far outweigh any hazards. Consumers should be encouraged to: 1) Eat a variety of fruits and vegetables from many sources; 2) Support and challenge the federal regulatory agencies to minimize health risks associated with pesticides; and 3) support integrated pest management and/or sustainable agriculture projects to avoid unnecessary pesticide use, minimize health risks, and maximize quality and economic benefits.

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Futurist to speak Oct. 10

EARL JOSEPH

Earl Joseph, futurist, will be the guest speaker at the second Education 2000 Forum Tuesday evening in the RF-M Little Theatre.

Born, raised and educated in Minnesota, Joseph has been a futurist for the past 30 years.

As a scientist and futurist, Joseph's credits include three computer patents, architect of five major computer systems, author and speaker.

He was with Sperry Univac for many years as a computer scientist, after obtaining a degree in mathematics from the University of Minnesota in 1951.

Lance Zellman, coordinator of the RF-M Education 2000 program, said he is excited about Joseph coming to Redwood Falls and thinks he will offer a lot of insight for local residents to plan the future curriculum in the school district.

Community Forums scheduled this fall

Redwood Gazette Thurs, Aug 24, 1989

Community Forums will be the focus of the second year of planning for Education 2000, a Global Perspective.

One week after school begins this fall, the first of three forums will be held in the Little Theatre at Redwood Falls-Morton High School.

"We are hoping for a large turnout from the parents, staff and community," said Lance Zellmann, coordinator of the local program. "From each session we hope to get a lot of ideas and information from the people involved," he said.

The Education 2000 committee has been working the past years in learning about global education — how Redwood Falls affects the world and vice versa, and how the educational curriculum should be designed to meet the needs of students graduating in the 21st century.

On Sept. 12, a panel of local leaders will discuss "Local Connections With the World." Panelists will give a presentation, and then citizen participants will form small groups to discuss what they have heard, formulate and write down ideas, and then share them with the group at large.

Panel members are Bob Laufenberger, Bruce Tiffany, Loran Kaardal, Reverend Charles Anderson and Al Kamp. "We still have a couple more people to contact before the panel is complete," Zellmann said.

The Education 2000 committee has been working the past years in learning about global education — how Redwood Falls affects the world and vice versa.

The second forum will feature Earl Joseph, a futurist, who will focus on major trends and forces shaping the future and what their implications in education. Again, there will be small group discussions following the speaker.

Pulling information from the two previous forums together and writing a mission statement for Education 2000 will be the challenge presented at the third and final forum. Superintendent Gary Swenson will speak on the nature and purpose of a district mission statement.

A rough draft of the mission statement will be written at that final meeting in November.

School here to take part in state art program

The Redwood Falls school district has been selected to take part in the statewide Comprehensive Arts Planning Program (CAPP).

Gary Bestmann, chairman of the local effort, said CAPP is a five year program to assess, implement and develop an arts curriculum in grades K-12, for all areas of a school.

"We have received funding for the first two years, in the amount of $1,250 per year," he said. In the fall a steering committee of staff, administrators, board and community members will be selected to develop a mission and vision statement for the arts programs here.

During the first year, the committee will plan; the second year, staff will implement the program, Bestmann said, and the following three years will be a follow-up of the program.

"We will be monitored by the state level to make sure we are moving in the right direction," he said.

Bestmann said he is excited about the program because it will give local staff access to the best curriculums in the state and the best arts people in the state.

"I think some of our art and music staff think our program is somewhat adrift right now... this will help us to get a better focus," Bestmann said.

CAPP provides seed money, technical assistance, training, materials and direction to the committee and district for two years. CAPP is operated through a partnership of private and public agencies: Minnesota Alliance for Arts in Education, Minnesota Department of Education and the Minnesota State Arts Board. Funding for CAPP comes primarily from the state legislature.

"This will provide us with a real in-depth look at what arts mean in our school," Bestmann said. "It's another step in giving the community more options and input into the school curriculum."

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Cranes take shape before kids' eyes

y Sharon Mace
taff Writer

It is a belief that goes back many nturies — make a thousand anes and your wish will come ue.

The present day tradition with aper cranes connects children all er the world in an effort to better nderstand each other. Reede ray students heard the history of he Thousand Crane Club" from r. Walter Enloe, a former teacher Japan and now the University Minnesota representative for ie Rural Minnesota and the lobe project in the Redwood Falls chool District.

The students will be making anes, using the ancient art of igami. Then they will send the anes to various officials or school ildren in other areas.

The crane is a sacred bird in pan. But a deep belief in cranes id the legend could not keep -year-old Sadako Sasaki alive. ie died of leukemia, the A-bomb sease.

Sadako was two years old when e first bomb was dropped by the nited States on the Japanese city Hiroshima. It took 10 years fore the effects of radiation took eir toll.

In response to Sadako's death, er classmates, without any help om adults, began soliciting oney for a monument for her. All ey asked was 20 yen, about five nts.

By May of 1958 the students id enough money to build the onument. It's called The Child-n's Peace Monument, in Peace ark in the middle of Hiroshima.

The children's efforts were so ccessful that a movie was made lled "A Thousand Paper anes."

The children used as actors in movie wanted to stay together friends so they started "The aper Crane Club." The purpose of this club was to help children get together to think and work for peace.

The Thousand Crane Club was established at Hiroshima International School in 1985 under the leadership of Enloe who was principal at the time.

The idea for the 1000 Crane Club came while students at Enloes school were making cranes to take to Sadako's monument on the fortieth anniversary of the bombing of Hiroshima.

One child asked, "What can we do?" The Thousand Crane Club was born.

"It is not an anti-nuke club, unless you want it to be; nor is it an anti-war club, unless you want it to be," Enloe said.

Rather, it is a chance for students to communicate with students from other schools in the United States and other countries and find out what they are thinking, Enloe said.

With a twinkle in his eye he said, "and if you don't buy that, it is an extremely good fine motor skill activity that has been proven to improve math skills."

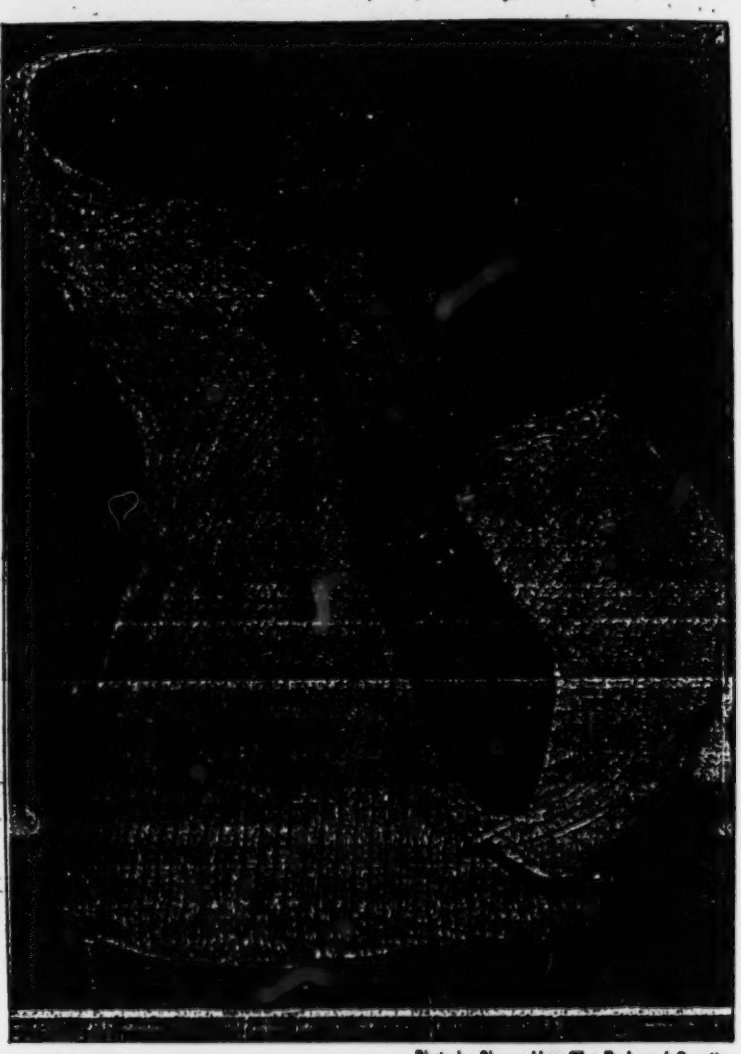

Photo by Sharon Mace/The Redwood Gazette

WALTER ENLOE DEMONSTRATED the origami, the Japanese art of folding paper into shapes. The paper crane requires 14 steps and the teachers used 15 centimeter by 15 centimeter squares to make the cranes.

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Education 2000 forum features local leaders

By Sharon Mace
Staff Writer

In a process that will put the Redwood Falls School District at the cutting edge of education in the 21st century, local leaders explained how their fields of business and study relate to the world.

At the first Rural Minnesota in the World — Education 2000 forum, religious, agricultural, business and technological experts told a crowd of over 80 people that Redwood Falls is already dependent on and connected to people in other parts of the world.

"Almost 100 percent of the products we use everyday are manufactured or produced somewhere else," said Loran Kaardal, State Farm Insurance agent and civic leader.

"If we were solely dependent on local products, we would have to eat dried peas in February...and use power supplies from Zytec for bookends," he said.

"If we were solely dependent on local products, we would have to eat dried peas in February . . . and use power supplies from Zytec for bookends," Kaardal said.

Meanwhile the power supplies manufactured at Zytec are exported to various parts of the world said Al Kamp, company vice-president of manufacturing.

"We are one of the top three international computer power supply companies in the market," he said.

"Zytec is a technically driven company," he said. "What that means is that labor used to be able to hang their hat and their brains at the door when they came in...that's not true, anymore. We need that brain at work all day in the plant."

Kamp said Zytec's response to Education 2000, a plan to develop a curriculum that will prepare students to be happy, productive and responsible citizens of the world, would be to encourage students to develop strong skills in

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★ Forum

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math, physical sciences, communication and languages.

"We [illegible] multi-functional employe," Kamp said. "We do not need skilled employees anymore, but a knowledge-based labor force."

Communication is important in order to convey ideas. Math and science are necessary on a day-to-day work basis to solve problems and successfully perform job tasks. And languages are a must to be able to translate ideas and procedures to representatives in the foreign market.

Zytec is in the process of constructing strategic alliances with members of the European market and the Pacific rim. "We believe that businesses not in the European market by 1992 will be left behind," Kamp said.

The foreign market is also a very important factor in the [illegible] of people involved in agriculture in the Redwood Falls area, said Bruce Tiffany, sheep farmer and businessman.

"I wouldn't call myself an expert on international agriculture," he said. "But a recent visit by a group of Japanese professors to my farm...made me realize that everything I do is affected by what goes on in the rest of the world."

Tiffany proceeded to list and the explain how a dozen countries affect the raising of and market for sheep and grains, not only nationally, but locally.

"Anytime the Soviet Union even thinks about buying commodities, there is a market reaction," he said.

China has been a sleeper in the world market, but they are waking up and buying products from outside their country now.

"If we don't become aware of how we are [illegible] we aren't going to be competitive," he said.

He went on to explain how Japan, Australia, New Zealand, South Africa, France, Great Britain, Mexico, Pakistan and Turkey all have an effect on local agriculture. It could be imports, exports, the money market, or through research, he said, but we need to understand other people in order to run a successful business.

Understanding cultures and religious philosophies could lead to a more peaceful world, said Charles Anderson, graduate of St. Olaf and Northwestern Theological Seminary and minister at the Southwestern Minnesota ELCA synod headquarters in Redwood Falls.

"If we ever think religion is not important, we can draw some very important parallels just in war and peace," he said.

As a student of history we study wars. The ones that are currently going on in Ireland, Iran/Iraq and in the Mideast are all religious wars, he said. "I think we should study similarities rather than differences."

He proposed adding a fourth "R" to the basic three. "I would like to add...religion, taught of course in a non-sectarian manner," he said.

He realizes the difficulty in achieving that goal because of the principles of separation of church and state. "And I support that (principle). I am opposed to teaching religion in schools," he said.

But at the same time he feels that if students are to understand their brothers and sisters from around the world, they need to understand the religions and philosophies of life that are important to other people in other cultures.

"My definition of religion is that which affects what is most basic to us, what we feel most strongly about, helps us decide what to do and not to do, and helps build values and purpose in life," Anderson said.

He thought if that definition were accepted, then religion could be a fourth "R" in school curriculums.

Coupled with religious understanding a strong foreign language program could be a blessing and the lack of foreign language could be a barrier for students in their future goals and careers, he said.

Anderson and his wife have traveled in various parts of the world to gain a better understanding of people, their culture, land, art and music, and their faith.

"In all our travels, we didn't find anyone anywhere with average intelligence that didn't know more about America than we did about with people in other countries has brought some limitation to the increased knowledge of the countries they visit.

"You can get along rather well with English, but I think the day is coming when language will hold us back," he said.

Kaardal agrees, and extends it one step further. "I'm a traditionalist. I strongly believe in a sound foundation in the three R's," he said. "But I also believe we need to broaden that base through the study of languages: English, foreign and the computer language of the day.

"The greatest export from this community is our students," he said. They must be prepared.

The second of three for[illegible] be on Oct. 10, in the RF[illegible] School Little Theatre. [illegible] guest Earl Joseph, a futu[illegible]

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Speaker: World curriculum will aid students

Willard Kniep told the Redwood Area Development Commission that he would like to prepare children to live in the 21st century through school curriculum changes that would offer a more global approach to education.

Kniep, vice president and director of research and development at the American Forum in New York City, was in Redwood Falls as part of a tour of three Minnesota communities that are part of the "Rural Minnesota in the World" project.

His first visit was planned to inform community members about the process of changing a school curriculum to better prepare children for the future. If community members decide to accept the mission they will be an integral part of the curriculum planning process.

"I think the schools belong to the community," Kniep told economic representatives of area communities. "The community needs the opportunity to help shape the direction the school is going to move toward."

Kniep said community members must ask themselves three questions: how has the community and the world changed, how is this community connected to the rest of the world, and what do you want the future to be like for your children.

"How well are we preparing our kids to live in a world of systems, systems like the global economic system, the community classroom or family system?" asked Kniep.

Kniep, who spent 12 years teaching in Faribault, said "there is no community more whipsawed by global economics than the rural community."

RADC member Bob Palmer said he had read reports that students don't know geography as well as they should.

"There is a National Geographic Survey that says that adults do more poorly in these areas than students who have recently graduated," Kniep said.

He went on to say that part of the curriculum changes will be to replace the memorization of facts by connecting distant places to local concerns. "We need to engage the students in the learning process," he said.

Doug Bultman asked "By whose standards do we measure quality control?" Relative standards set by the community, Kniep replied, and also by some state standards.

Global education group holds 1st session

The Rural Minnesota and the Globe steering committee held its first meeting and made tentative plans for the first year of the three year program.

According to committee coordinator Lance Zellmann, the first year of the project will be spent inservicing the steering committee on what a global perspective means, establishing a resource center at the school for teachers and at the end of the school year presenting the committee's major goals to the school board.

"We also hope to have a few community forums," Zellmann said. "We want to not only inform the the community about what we have been doing, but we want to get input as to what they think is important in the school curriculum."

On December 5 and 6, the group will hear from Dr. Willard Kniep, known as the creator of the project because he has written a curriculum resource book, "Next Steps in Global Education," a book. Kniep will also speak at the Redwood Area Development Corporation meeting that day.

People with questions about global education and how it will affect the Redwood school district may contact one of the following steering committee members Gary Swenson, Suo Jones, Ive Christopherson, Ann Warner Judy Klukas, Rick Ellingworth Galo Morley, Jerry Nydegger Shirley Espeland, Dave Madson Diane Busack, Lance Zellmann Bob Laufenburger, Royce Heffelfinger, Tom Gross, Roller Halvorson.

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Education 2000 forum features local leaders

By Sharon Mace
Staff Writer

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Meanwhile the power supplies manufactured at Zytec are exported to various parts of the world said Al Kamp, company vice-president of manufacturing.

"We are one of the top three international computer power supply companies in the market," he said.

"Zytec is a technically driven company," he said. "What that means is that labor used to be able to hang their hat and their brains at the door when they came in...that's not true anymore. We need that brain at work all day in the plant."

Kamp said Zytec's response to Education 2000, a plan to develop a curriculum that will prepare students to be happy, productive and responsible citizens of the world, would be to encourage students to develop strong skills in

See Forum — Page 2A

★ Forum

Continued from Page 1A

math, physical sciences, communication and languages.

"We are a multi-functional employer," Kamp said. "We do not need skilled employees anymore, but a knowledge-based labor force."

Communication is important in order to convey ideas. Math and science are necessary on a day-to-day work basis to solve problems and successfully perform job tasks. And languages are a must to be able to translate ideas and procedures to representatives in the foreign market.

Zytec is in the process of constructing strategic alliances with members of the European market and the Pacific rim. "We believe that businesses not in the European market by 1992 will be left behind," Kamp said.

The foreign market is also a very important factor in the lives of people involved in agriculture in the Redwood Falls area, said Bruce Tiffany, sheep farmer and businessman.

"I wouldn't call myself an expert on international agriculture," he said. "But a recent visit by a group of Japanese professors to my farm...made me realize that everything I do is affected by what goes on in the rest of the world."

Tiffany proceeded to list and the explain how a dozen countries affect the raising of and market for sheep and grains, not only nationally, but locally.

"Anytime the Soviet Union even thinks about buying commodities, there is a market reaction," he said.

China has been a sleeper in the world market, but they are waking up and buying products from outside their country now.

"If we don't become aware of how we are dependent, we aren't going to be competitive," he said.

He went on to explain how Japan, Australia, New Zealand, South Africa, France, Great Britain, Mexico, Pakistan and Turkey all have an effect on local agriculture. It could be imports, exports, the money market, or through research, he said, but we need to understand other people in order to run a successful business.

Understanding cultures and religious philosophies could lead to a more peaceful world, said Charles Anderson, graduate of St. Olaf and Northwestern Theological Seminary and minister at the Southwestern Minnesota ELCA synod headquarters in Redwood Falls.

"If we ever think religion is not important, we can draw some very important parallels just in war and peace," he said.

As a student of history we study wars. The ones that are currently going on in Ireland, Iran/Iraq and in the Mideast are all religious wars, he said. "I think we should study similarities rather than differences."

He proposed adding a fourth "R" to the basic three. "I would like to add...religion, taught of course in a non-sectarian manner," he said.

He realizes the difficulty in achieving that goal because of the principles of separation of church and state. "And I support that (principle). I am opposed to teaching religion in schools," he said.

But at the same time he feels that if students are to understand their brothers and sisters from around the world, they need to understand the religions and philosophies of life that are important to other people in other cultures.

"My definition of religion is that which affects what is most basic to us, what we feel most strongly about, helps us decide what to do and not to do, and helps build values and purpose in life," Anderson said.

He thought if that definition were accepted, then religion could be a fourth "R" in school curriculums.

Coupled with religious understanding a strong foreign language program could be a blessing and the lack of foreign language could be a barrier for students in their future goals and careers, he said.

Anderson and his wife have traveled in various parts of the world to gain a better understanding of people, their culture, land, art and music, and their faith.

"In all our travels, we didn't find anyone anywhere with average intelligence that didn't know more about America than we did about their land," he said.

The ability to communicate with people in other countries has brought some limitation to the increased knowledge of the countries they visit.

"You can get along rather well with English, but I think the day is coming when language will hold us back," he said.

Kaardal agrees, and extends it one step further. "I'm a traditionalist. I strongly believe in a sound foundation in the three R's," he said. "But I also believe we need to broaden that base through the study of languages: English, foreign and the computer language of the day.

"The greatest export from this community is our students," he said. They must be prepared.

The second of three forums will be on Oct. 10, in the RF-M High School Little Theatre. Special guest Earl Joseph, a futurist, will speak.

★ Boards

Old Fashioned Day includes new feature

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Excellence in education puts local school on PBS

By Sharon Mace
Staff Writer

The Redwood Falls School District became involved with Education 2000, as a small rural school that wanted to implement change within the curriculum, to prepare students to think globally in the 21st century.

Redwood Valley High School English teacher, Larry Gavin, became involved in a national writing workshop that connected teachers by computer, for professional and student growth.

Gavin's connection with the North Central Regional Educational Laboratory (NCREL), and the school's involvement with Education 2000 brought the NCREL to Redwood Falls to film Gavin's class, the Ed 2000 Summer Institute and interview Gavin, Lance Zellmann, school board member Tom Gross and Ed 2000 Steering Committee representative Royce Heffelfinger, as well as students and teachers.

The program will be aired through the PBS Educational System on Oct. 10. Gavin and Zellmann will be guest panelists following the segment, and answer questions from people who have watched the program, via satellite, in a seven-state area.

Because it is on the PBS [illegible] it must be down-linked to a local satellite dish for viewing in Redwood Falls.

Regional Star Cablevision director, Mark Machart of Redwood Falls, said he would be interested in looking into the possibility of making such arrangements, so local residents could see the program.

The reason NCREL was interested in filming the events in the Redwood Falls School District is because its mission is "to put research into practice to improve schools and teaching," said Randy Knuth, program associate for NCREL.

The name of the eight-part series, of which Redwood Falls is a part, is "Schools That Work: The Research Advantage.

"We did a national search to find isolated pockets, where teachers were preparing students for the 21st century," Knuth said.

Each program focuses on two stories, the local one will be on reading and how research and methods have impacted the teaching community. Along with Redwood Falls will be a school in New York.

"To have change in a school, you need community involvement. With the Ed 2000 project, you have that and Redwood Falls is a model on how community involvement operates," Knuth said.

Staff photo by Sharon Mace

Sarah Brewer, a senior at Redwood Valley High School, and Lance Zellmann, social studies instructor, got a kick out of comments of a guest speaker at the Ed 2000 Institute this summer, while June Yang, filmed the event for North Centra Regional Educational Laboratory and showing on the PBS Educational System.

Public at global education meeting excited

By Sharon Mace
Staff Writer

Community members who attended the first large-group meeting here about global education, said afterwards that they were excited about the idea's possibilities for local students.

Global education is a curriculum designed to prepare American students to be knowledgable and active participants in the 22nd century. Redwood Falls is one of three Minnesota schools selected to help design the curriculum.

Walter Enloe, a senior fellow at the University of Minnesota and the facilitator of the Rural Minnesota and The Globe project for Redwood Falls-Morton school district, spoke to faculty, administration and community members at a public meeting last Wednesday at the high school.

He said he sees his role as a person who will help facilitate and support, but not impose on, the direction Redwood Falls takes. "I'm a cheerleader of sorts," he said.

Although Wednesday's session was a public meeting, only a handful of Redwood Falls residents showed up to hear Enloe and a variety of other state and university experts.

Community members who attended indicated they were excited about the program, and its possibilities for creating universal understanding as part of education.

Perhaps one of the most enthusiastic community members was Rev. LeRoy Haynes. "I'm a supporter. I think global education is very important," he said, in a telephone interview afterwards. "We don't live in just a city, state or country, but the world. I think the more we understand the better prepared we will be to live and cooperate with others."

The environment is one example of a problem that won't be solved without worldwide understanding, he indicated. "We are not a nation unto ourselves," Haynes said.

For economic develoment coordinator Pete Iverson, the session was a chance to find out what global education is about. "Global education apparently is somehow related to economic development. I'm not sure of the exact relationship yet," Iverson said. "But I am very glad Redwood Falls was selected. Information will be disseminated to other places from here and people will be coming here to visit and study our program."

First American Bank President Royce Heffelfinger said he believes it is the school's obligation to appropriately prepare students for life experiences before they leave high school. "Kids need the exposure to what is happening. Things are moving more rapidly as we approach the year 2000," Heffelfinger said.

Rural Minnesota and the Globe is a three year project divided into three phases, referred to as the "three A's:"

The Redwood Gazette-Redwood Falls, MN, Thursday, November 3, 1988-5

by possibilities

Ask — The mission of the school district is to ask "when a student finishes high school, what does he need to know." For example, in science, music or in agriculture will he be able to operate from an international as well as local perspective.

Answer — After the questions have been asked the district must decide how it can make appropriate curriculum changes.

Act — Implement the curriculum and start the students on the road to global understanding.

The next meeting is scheduled for November 14. At that time the steering committee of faculty and community members, will study major trends and forces that are shaping the future and plan what direction the committee will take over the next few months.

Consider Redwood Falls' future at special forums

The Future — tomorrow, next year, 1995, 2001 and beyond. What will it be? It is a fact that many of the events and occurrences taking place in the next year or two don't "just happen". They are the result of, or affected by, decisions and events which occurred in the last few years.

If we are going to shape the future, we have to look beyond the next year or two. Those have already been shaped. We have to look on down the road 10 to 25 years or more. That is what Project Redwood is trying to do. And it is also what Education 2000 is doing.

I hope you can attend the forum Tuesday evening sponsored by Education 2000 and co-sponsored by Project Redwood. It features Earl Joseph, a well-respected futurist who worked for Sperry Univac for many years as a computer scientist. The forum begins at 7:30 p.m. on Tuesday, Oct. 10., in the Little Theatre at the high school.

This forum is the second in a series of three forums. Area residents who attended the first forum in September were treated to an interesting panel discussion of our local linkages to the world. This program should provide further stimulus for another exciting discussion with input from the audience. If you want to help shape the future, you need to be involved.

Property valuation

Anyone interested in attending the annual Property Valuation Short Course sponsored by the Minnesota Extension Service should note that the course will be offered in this area on November 1 at the Mankato Best Western Garden Plaza or November 2 at Southwest State University in Marshall. For pre-registration information, call 1-800-367-5363.

Wayne Hansen
U of M Extension

Sustainable agriculture

If you are interested in Sustainable Agriculture, or would like to learn more about it, Iowa State University is offering a 12-week course by satellite. If you are interested in credit, cost will be $154.00 with an additional $10.00 materials fee. If you just want to watch it, you can tune in on Telstar 301, transponder 9-vertical, standard channel 17, downlink frequency 4040 MHz.

The class will be broadcast from 7-9 p.m. on Wednesdays, from Nov. 8 to Feb. 7, with no broadcasts December 27 and January 3. A copy of the brochure can be picked up in our office.

Fall fertilization

With the beautiful fall weather and early maturity of the crops, harvest is progressing very well. There should be plenty of time to think about your fertility program for next year.

In this part of Minnesota, you can use the nitrate test to determine how much residual nitrogen is left for next year. Because of our lower rainfall (hopefully not that low, though) N losses from leaching and denitrification are much lower than the eastern parts of the state. There is a low potential for loss from fall-applied N if application is delayed until the soil temperature reaches 50 degrees F. The probability of a response to the use of a nitrification inhibitor is very low.

Discussions with dealers indicate that there may be some discounts worth looking at for fall-applying fertilizer. They can't possibly handle it all in the spring. But, before you put on P & K, SOIL TEST. I see a lot of results come across my desk with levels high enough that fertilizer won't be needed for years. If the phosphorus test is over 20 ppm and potash over 150 ppm, you don't need more fertilizer. Except perhaps a little starter if you are equipped to put it on.

There apparently were potasium deficiencies again this year in some of the ridge-till corn. Our researchers suspect compaction. Symptoms showed up last year also, but did not always result in a decrease in yield. Trials in Murray County indicate that application of potash in the center of the ridge last fall seemed to correct the problem.

EBDC Fungicides

Manufacturers recently announced a voluntary suspension of many restrictions involving food crops. Mancozeb, maneb, metiram, and zineb are four common names for these compounds. They are frequently used for fungus control on some fruit and vegetables and are used by many homeowners and gardeners. One common use is for apple scab.

All products manufactured after January 2, 1990, will contain the new labels and use patterns. Distributors and individuals possessing supplies of previously manufactured material can legally use it up according to the old labels. It is important, though, to note that most formulations of EBDC will not remain stable past two years. Be sure to store in a cool, dry place.

While there is a potential danger from possible carcinogenic effects from life-time exposure, the bottom line is that the health impact of removing EBDC's will be mixed and likely impossible to measure. Consumers should be concerned but not alarmed by the increased publicity about pesticides. Individuals should not throw out or refuse to purchase fruits and vegetables. The dietary advantages of vitamins, fiber and potential anti-cancer components far outweigh any hazards. Consumers should be encouraged to: 1) Eat a variety of fruits and vegetables from many sources; 2) Support and challenge the federal regulatory agencies to minimize health risks associated with pesticides; and 3) support integrated pest management and/or sustainable agriculture projects to avoid unnecessary pesticide use, minimize health risks, and maximize quality and economic benefits.

Education 2000 forum focuses on rural area growth

By Sharon Mace
Staff Writer

Earl Joseph planted seeds in the minds of area residents, Tuesday evening, that could produce a future crop of growth and expansion in agriculture and rural communities.

Joseph is a futurist. He studies past trends, present economic, geographic and social conditions and makes projections as to what can happen in the future, based on that information.

He was the guest speaker at the second Education 2000 forum and focused on the positive growth of the rural areas. He said the key to future growth is to think globally, but act locally.

"There will be a time, in the not too distant future, that you will not only be able to choose where you work, but also be able to choose where you live while you do that work," he said.

"How many of you here tonight would rather live in Hennepin county that Redwood Falls? A chuckle rippled through the 100 plus audience members, and no one wanted to move.

If attention focused on the use of agri-based polymers, rather than oil-based, on non-food applications of crops, and the telecommunications and fiber optics industry, the rural areas will prosper in the future, Joseph said.

It is cheaper and more efficient, he said, to "off-shore" the manufacture of products in rural areas than it is to farm it out to foreign countries.

"We are becoming a high-wage society, in the United States and in other developing countries," he said. "It is no longer the cheapest way to produce a product by having it manufactured overseas. Their standard of living is also rising."

Information in the world, 2,000 years ago, used to double at every 500 years; in the early 1900's new information was doubling every 50 years. Now it doubles every five years, he said.

"We have been an information based society and now we are becoming a knowledge-based society," Joseph said. Seventy percent of the jobs in the United States are information based. That means as we develop into knowledge-based, we need to be more educated."

Education will still be primarily aimed at young people, but he said he believes that education will become a life-long experience.

It will be life-long, he said, in order for people to continually adapt to the rapid and massive changes in information that is available.

See Futurist Page 3A

★ Futurist

Continued from Page 1A

"The key cognitive skill that is needed in our changing society is thinking," Joseph said. "It should be taught at every grade level." Other areas of education Joseph said need to be improved upon are in the sciences, maths, and foreign languages.

As foreign countries develop and produce information, Americans have to be able to have access to that information. If Americans don't have a foreign language skill, the information will go unused.

"Twenty years ago the U.S. had 75 percent of the innovative ideas and information. It has been reduced to 33 percent," he said. "If we don't tap into the other two-thirds of the world, do you see what we are losing?" he asked.

Another impact of a knowledge-based society is that there are more people visiting art museums and attending concerts, than there are going to sporting events. "Just look at the number of teenagers who attend concerts and the number of concerts they attend at that age."

To grow and have an active part in the future, rural areas must plan ahead and diversify their economy. "Do you know that the medical industry is the largest industry in Minnesota?" asked Joseph.

The medical industry as he described it includes biogenetics and applying it to crops to make them more resistant to natural destructive phenomena. "Wouldn't it be nice to have a corn crop that was hybrid for the northern climates and resisted bugs, therefore reducing the need for herbicides and pesticides?" Joseph asked the audience. "Or how about a market-driven crop, rather than planting and producing for the federal government? It is coming," he said..

"We can get around natural limitations," he said. "The limitations for the future that we have to overcome are the way we think, our visions, the way we govern ourselves and the way we socially align ourselves."

The Redwood Gazette-Redwood Falls, MN, Tuesday, October 17, 1989-3 A

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Global curriculum planning to move forward at RF-M

By David Churchill
Editor

It may well be possible to bring the world to Redwood Falls, but it won't happen overnight.

It'll take about three years.

Or, to be more precise, it will take three years for school district staff — with help from local citizens — to bring a world-based curriculum to Redwood Falls students. And the process will really get underway Wednesday afternoon, when school staff and interested community members gather to talk about how a better vision of the world can help students function once they graduate.

The need for a broader perspective, a better understanding of the whole world, is a pretty new idea. So new, in fact, that Redwood Falls is one of a few pilot school districts in the nation that is trying to develop a world-based curriculum.

Along with two other Minnesota school systems, Redwood Falls will analyze its curriculum, then use that knowledge to begin giving students a better understanding of the role their community and country play in the world.

"Essentially, what we're going to do is try to determine what someone needs to know, as a functioning member of society, in the 21st Century," teacher Lance Zellman explained.

Other school districts will then use the model program from Redwood Falls to set up their own world-based curriculums.

That's a feather in Redwood Falls' cap. "There will be attention (from other schools) on what we're

See Global — Page 16A

★ Global

Continued from Page 1A

doing here," Superintendent Gary Swenson said Wednesday.

The global education project has, technically, been underway since late May, when Redwood Falls was chosen to participate. But things will really roll this week when a small steering committee is expanded to about 19 school staff and community members.

Wednesday afternoon's meeting will serve to brief staff and citizens on the project and, hopefully, build interest in the idea, especially among the public.

"One key to this thing is community support, community involvement," Zellman explained. "Whatever we teach has to reflect our community's values."

Zellman hopes citizens at large will be able to broaden ideas about how the world can be brought into Redwood Falls schools. "It would be interesting to get a group of community members together and put the question: What do you need to know to survive in the world," he said.

So far, questions like that are pretty much all there is to go on. Zellman, Swenson and other school staff are going into the program without any pre-formed ideas about how students can be taught to think as world citizens.

But there are some obvious possibilities. Future literature classes might, for example, include study of French, Russian or German literature, rather than the more common American works. And economics classes might study things like trade barriers, exploring their effect on America... but also their impact on Japan, Korea, England and other countries.

Changes in instruction are the last of the project's three phases, though.

First, teachers and interested citizens will have to find out for themselves just how the world is inter-connected, how Redwood Falls relates to other countries and regions. Then there'll be a review of the school district's existing curriculum.

Finally, in the 1990-91 school year, some of those new instruction ideas will be put into action.

Even then, though, results may not be immediately apparent. It's possible, Zellman believes, that a true measure of the project's success won't come until the 1990-91 kindergarten class has moved through the school system and graduated.

"When (students) leave our building — they are going to be able to function much, much better in our world, in our nation," Zellman said.

The global curriculum project may sound complicated, but the changes it will bring fit in pretty well with changes the district is already making. To a large extent, a district staff development committee is always at work, considering changes in teaching methods and curriculum.

Even better, the project will help fund curriculum improvements. New educational systems are notoriously expensive, since teachers have to take time away from classrooms to plan and develop curriculum, while substitutes are hired to handle teaching chores.

A variety of foundations and other sources combined forces to provide money for the global curriculum project, about $21,000 for each of three years, in Redwood Falls' case. A quarter of that comes from the local school district's budget.

Project money will also help pay for University of Minnesota involvement, a link Swenson indicated will make it easier to help plan new curriculum... and spread the word about new ideas to other schools.

Global project meeting scheduled for Wednesday

Redwood Falls School District residents who are interested in the school's global curriculum project may attend a meeting from 3:15 to 4:00 Wednesday afternoon in the Little Theatre.

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APPENDIX ONE

1990 TESTIMONIALS
FROM
STEERING COMMITTEE LEADERS

INDEPENDENT SCHOOL DISTRICT 637
REDWOOD FALLS MINNESOTA 56283

February 23, 1990

Blandin Foundation

To The Board of Directors:

The purpose of this letter is to provide some insight into my perspective of the Education 2000 Project in Redwood Falls. I am a school administrator in Redwood Falls and am a member of the Education 2000 steering committee.

Since the commencement of the Education 2000 project over one year ago, the vision of the Education 2000 Project has changed immensely. In the beginning, our staff considered this project to be a refreshing opportunity to review our current curriculum, both horizontally (across disciplines) and vertically (K-12), and attempt to infuse into the entire curriculia strands of a global perspective. This global perspective would enable our students to learn about the other people of the world, their cultures, our environment, etc., in a light that would better prepare our students for the next century. We also viewed this project as an opportunity to review our curriculia and decide if what we were teaching is really what we wanted to be teaching.

The initial perception of Education 2000 has changed! I believe our steering committee has reached a crossroads in the project. We have come to realize that this project is "massive" when compared to our original perceptions. We continue to realize that an opportunity is emerging which will allow our district to perhaps "redesign" itself from top to bottom. Education 2000 has become a project of school "reviewal and renewal" and it is a real opportunity to actually "do" what the majority of other schools around the country are just "talking" about.

I believe that Redwood Falls is truly in a unique position and is "ripe" for school reviewal and renewal. We are building a new 5-12 grade building and doing extensive remodeling to our elementary school. Both of these buildings are being designed with an emphasis on flexibility so we can meet the needs of our kids in the future.

In addition, we are making transition from a school design of K-6, 7-9, 10-12 to a K-4 elementary, 5-8 middle school, and 9-12 grade high school configuration. The local emphasis to this point in time has been on the changes brought about in the conversion to a middle school philosophy which essentially makes the "student" the focus instead of the "subject". I believe it would be tragic if we build the new facility and do not examine our entire delivery system and approach in an attempt to insure that it also "fits" the demands of the future.

Our community's opportunity to design new facilities as well as its educational delivery system is a monumental one and it will not come easily. John F. Kennedy once said that "Progress is a nice word. But change is its motivator. And change has its enemies." That is a truism in our case! We are a people who commonly operate with a "beginning and an end" mentality. Therefore, we have gone slowly and we have been tenacious. Gaining a deep level of inolvement and commitment from staff and community in this school renewal project is ongoing. We have to be patient and we have to remain steady in proceeding in this endeavor.

I personally feel that the educational torch in our school is being passed on to the next generation of staff and community, and that this generation will lead us, educationally, well into the next century. As the steering committee continues to understand Education 2000 in Redwood Falls, frustrations with finding our own way and moving at an appropriate speed are natural. The weight of the opportunity is, at times, overwhelming. Funding of the process in these early years is essential until we can survive on our own and until "Education 2000" becomes "Education the Redwood Falls way".

I think that those of us committed to Redwood Falls and to Education 2000 can relate to the story of the Great French Marshall, Lyaurety, who once asked his gardener to plant a tree. The gardener objected that the tree was slow-growing and would not reach maturity for a hundred years. The Marshall replied, "In that case, there is no time to lose, plant it this afternoon."

I think the local people-part of Education 2000 is solid. The work required to see the project through will get done. I am confident that if the necessary funding is there, we will take advantage of our opportunity for I agree, "There is no time to lose".

Yours in Education,

Rick Ellingworth

Rick Ellingworth

RE:ceg

RURAL MINNESOTA IN THE WORLD
Education 2000

February 23, 1990

Board of Directors
Blandin Foundation
Grand Rapids, MN

Dear Directors,

Thank you for your support of the Education 2000 project. It is an exciting and important effort that is providing the impetus for comprehensive school renewal in Redwood Falls. I would like to report to you about the progress of our site and urge your continued support.

Our Steering Committee's understanding of this project has evolved during the past 15 months from a global education curriculum development project to a school district transformation effort. As we studied the kind of future that our young people will be living and working in and the current state of education we realized the need for basic changes in what we teach; how we teach; and school organization, structure, and management. We have reached the conclusion that all students must be much more actively engaged in their learning, cooperatively structured learning experiences must be planned much more frequently, studies need to focus on fewer topics but with more depth, the student's learning experiences need to be more interconnected and personalized, learning must be viewed as a process rather than a product, and the entire curriculum needs to be infused with a global perspective.

These changes require substantial teacher, administration, school board, and community understanding and support. Our Steering Committee's self in-service program and the community forums that were held last fall involved all of these groups in discussions about education and the future. A new district mission statement was developed and a positive atmosphere for change was created. Currently we are defining the district's primary educational goals and developing a staff development and training program.

Our Steering Committee has developed a strong commitment to the project. The seventeen teachers, administrators, parents, and community members have developed a positive working relationship. We view this opportunity as our chance to make a difference for our

students as well as help develop a model for other districts.

There are several reasons why we believe that this project will be successful. It involves educators, parents, and community members working <u>together</u> addressing the education needs of young people. It is designed to renew schools at the <u>local level</u> taking into account local characteristics and uniqueness. It fosters change through personal growth and <u>professionalism</u>. It addresses the <u>entire</u> education system, k-12, all areas.

Several concerns have emerged during the past 15 months. Will we be able to complete this project in only three years? Four to five years may be more realistic. How can we find quality time during the school year and school day to provide the staff development and in-service training? How can we avoid having teachers miss their classes and also not have the project be perceived as another added duty? How do we work with the State Department of Education mandates which may be in conflict with innovative ideas?

In summary, we have learned much about what needs to be changed in education, we feel very positive about the Education 2000 concept of school change, and we have some concerns that deal with time, money, and scheduling.

Sincerely,

Lance Zellmann
Project Coordinator

111 Beachwood Ln.
Redwood Falls, MN 56283
February 26, 1990

Board of Directors
Blandin Foundation
Grand Rapids, MN

Dear Board Members:

I would like to offer personal testimony in support of the Education 2000 process and how that process is positively affecting the community of Redwood Falls. My perspective is that of a member of our school board and our Education 2000 steering committee. I have been involved with the process since its inception and it continues to occupy a major part of my life. I am committed to this process because I see it as a unique opportunity to revitalize and transform our community through the renewal and transformation for our school.

Renewal and transformation were not really our mission prior to Education 2000. Indeed, we entered the process with no clear idea that anything was necessary other than adding a few spices to the sauce. There was the sense that education would eventually change and needed to change, but no sense that we really controlled our destiny, and needed to make the process our own. There was no common understanding of our purpose, our mission, or goals, and more significantly, there was little communication between staff, board members, and community members with regard to these vital matters which should actually drive the educational process.

Renewal and transformation have become the mission of those of us within the Education 2000 process because that process allowed and required us to meet together, and begin asking the necessary questions. As a result we have developed a common understanding of education, a mission statement for our district, and a set of goals. We have involved the community through forums, and through participation on the steering committee and thus have gained new perspective and support. Through this interactive process we have come to see the necessity for transformation and the need to make the process our own if it is to be successful.

We have also come to realize how much work remains if our educational ideals are to be fully examined and become reality. Developing the means to achieve our goals will require a great time and energy commitment from staff and community, and the process needs to explore ways to make this commitment possible. We are only beginning to see the ways we must change, and there is much inertia to overcome. It has become obvious that if curriculum and school structures are to change, the conversation needs to be ongoing, and involve many who traditionally have had little input.

Our future as a rural community depends on our success in accomplishing these things. I am optimistic, because we have a history of working together as a community, and a tradition of being innovative in the use of available resources. We are in the process of taking our own first difficult steps, and will leave a path for others to follow. We appreciate your support.

Sincerely,

Thomas C. Gross
Clerk, Redwood Falls
School Board, and
member, Education 2000
steering committee

APPENDIX TWO

1991 AERA PAPERS
REGARDING
EDUCATION 2000 AND REDWOOD FALLS

FROM IMAGE TO IMPLEMENTATION

SOME RESULTS OF EDUCATION 2000: A PROCESS FOR REDESIGNING EDUCATIONAL SYSTEMS

by

Willard M. Kniep

Paper presented as part of the symposium
"Perspectives on Systems Design as a Strategy for Educational Change"
at the Annual Meeting of the
American Educational Research Association

April 1992

San Francisco, California

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What kinds of schools and schooling do our children need to prepare them for the twenty-first century?

Consider the following characteristics of an educational system, designed in response to that question:

> ***The educational system provides learning opportunities which are on-going, active, relevant, and reflective of current world realities and which are accessible for all learners.***
>
> ***All students experience significant academic, vocational, personal, social, and cultural growth.***
>
> ***Learners personalize their curriculum and are actively involved in the learning process.***
>
> ***Educational programs offer a strong basic core but are flexible enough to allow for individual interest and specialization.***
>
> ***The curriculum reflects the interdependence and interconnectedness of the people of the world and it helps learners understand themselves, their community, and their nation as part of a world that consists of inter-related physical, biological, economic, political, and social systems.***
>
> ***Learning environments are closely connected to and integrated with the community and the world.***
>
> ***Learners view learning as a life-long process.***
>
> ***Learners develop their abilities for critical, creative and reflective thinking; problem-solving; and conflict resolution.***
>
> ***The schools are designed to carry out their mission of providing life-long learning opportunities and enabling individuals to become confident, happy, productive, and responsible citizens living in a interdependent world community.***[1]

Or consider another vision of an educational system, directed to the same question, developed in a very different place a thousand miles from the first:

> ***The educational system is committed to taking the bold actions necessary for preparing students to competently adapt to change, think critically and creatively, model ethical integrity, and value democratic ideals.***

Students develop self esteem, recognize the contributions of diverse groups, uphold the dignity and rights of others, and acknowledge the responsibility of each individual for the welfare of the whole.

All students become literate and numerate, are steeped in the arts and sciences, develop sophisticated skills, and possess a balanced perspective of humanity. They realize their full potential to become well-rounded individuals and contributing members of society.

The schools are responsive to the entire community and model their goals for students by engaging all educators and parents in shared decision-making and problem-solving resulting in productive and inspiring learning environments.

All children have their basic needs - for safety, food, shelter, health, and self-esteem - met.

Students, parents, teachers, and administrators along with government, business, health, community and religious agencies all consider themselves members of the learning community and take responsibility for the education of the community's children.

The educational system is designed to accomplish its mission of preparing all students to be life-long learners who fulfill their potential to meet the challenges of today's world and the 21st century. Among the challenges and opportunities that children face are living and thriving with diversity, interdependence, and accelerating change.[2]

Idealistic. Visionary. Impossible. Impractical. All of these terms and others could be, and have been, applied to these images of educational systems.

But for those who developed these visions other terms also apply. Yes, idealistic and, perhaps, visionary. But, also, do-able; in fact, imperative if today's students are to be prepared for the future.

These images were not developed in white houses or state houses; think tanks or research centers. They were not developed by education presidents, concerned governors, or nationally prominent CEOs. Nor were they formed by theoreticians, researchers, or professors.

These visions were developed in two very different communities, both participants in the EDUCATION 2000 project.[3] The first vision comes from Redwood Falls, Minnesota, a small rural community in southern Minnesota, the heartland of

America. The other vision was developed in Yonkers, an urban school district located in an increasingly diverse community in the New York City metropolitan area. In both cases, they were developed by local people: by parents, students, teachers, and administrators along with men and women from local businesses, farmers, community organizers - by the people who have the greatest stake in their own educational systems. Literally hundreds of people in these two communities participated in community forums and other activities to have their informed input into how the educational system might look if it were to be re-designed to fit the realities of a changing world.

The educators and other stakeholders who developed them saw these visions as a practical first step in the redesign of their educational systems. In each case, the vision has served as the foundation for developing additional building blocks of a blue-print for the system. In the sections that follow I shall provide an overview of the blue-prints that are being developed from these visions and a brief description of the process of design that has been followed in the two communities.

THE REDWOOD FALLS BLUE-PRINT

Redwood Falls became an EDUCATION 2000 community in the Fall of 1988. From the outset, the project has been guided by a twenty-three member steering committee. During the first year of the project, the steering committee members' primary concern was to develop their own competence in working together effectively and to educate themselves about changing local and global realities and educational change efforts. The products of their first year's activities included a mission statement and goals for the project and a strategic plan for how they were going to involve their community in activities and events that would lead to a new educational blue-print.

The community's vision for the educational system and the District's mission statement are a direct result of the series of community forums that were planned and carried out by the steering community. The complete text of these statements is appended to this paper.

District Goals

In the months following the development and adoption of the vision and mission statements, the steering committee initiated a series of activities and events that would result in an educational blue-print that includes a statement of primary goals for the district, specifications for programs and professional practice, and recommendations for how the system should be organized to support effective programs and practice.

Designing Educational Programs

Once the goals for the district were identified, those within the system began to address what programs, professional practices, and organizational structures - the means - were needed to achieve these goals. Specifications, or standards, were developed in each of these areas by drawing implications for each of the student outcomes for what should be taught to achieve this goal, what instructional strategies should be used to accomplish this goal, and what supporting structures are needed to accomplish this goal.

The implications of the primary goals for what the schools should be teaching were refined and distilled into four overarching standards that are to guide the development of all programs in the district.

1. Curricular programs will be organized according to world systems.

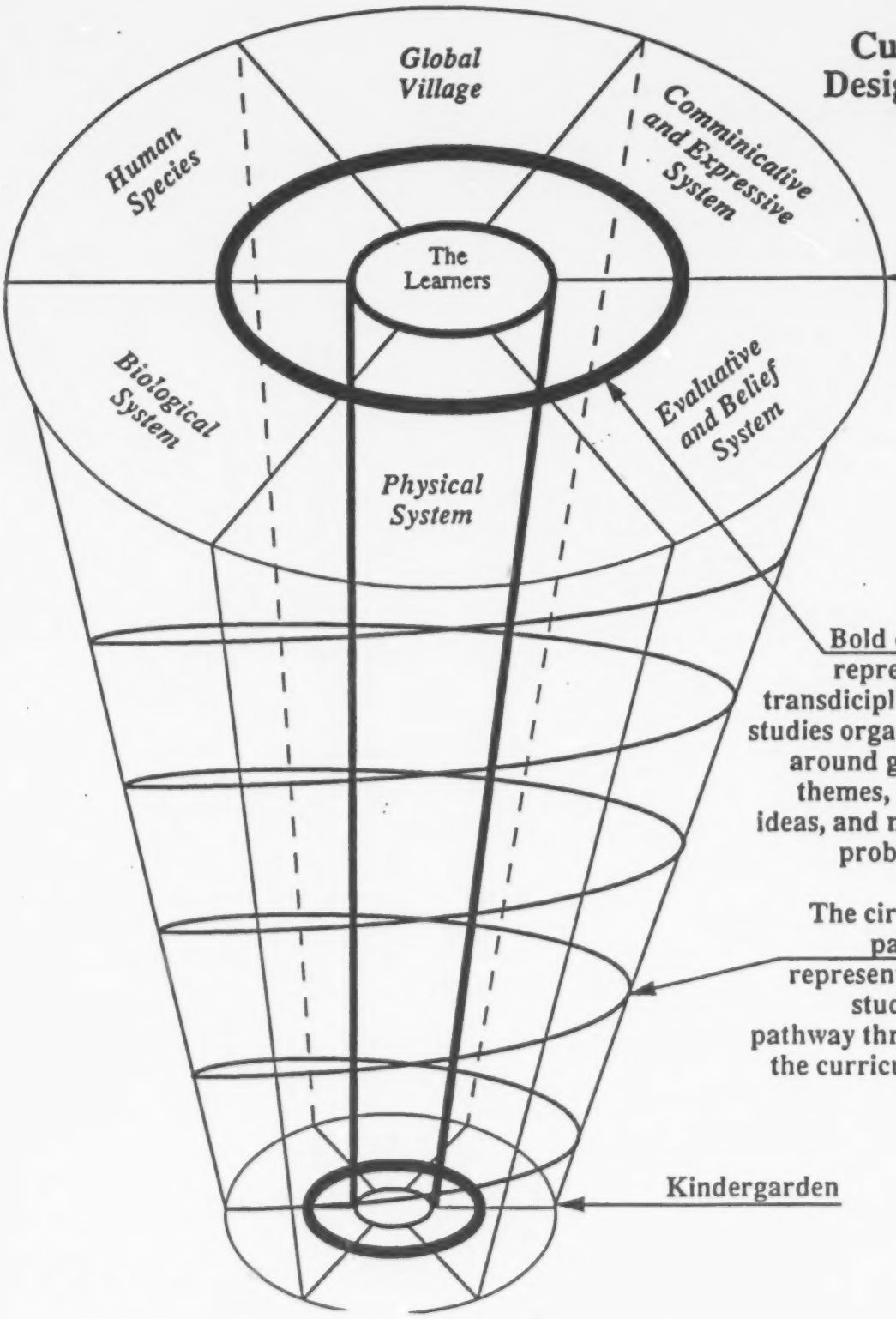
2. Curricular programs will be designed to provide all students with a strong common education and will allow learners to advance in areas of their personal interest and ability.

3. The common curriculum will be connected by the study of global themes.

4. The common curriculum will be trans-disciplinary by the study of major problems, great ideas, and concepts.

These statements were intended to provide a framework for a K -12 curriculum that would organize the learners' experiences thematically around studies of world systems.[4] In applying these standards, the district has developed the curriculum model, included on page 6, which identifies the six organizing themes for the curriculum and illustrates how these themes are connected and spiraled through the curriculum. Since the adoption of this model, the district has begun a process of identifying more specific learner outcomes in terms of knowledge, skills, attitudes and social participation for each systems theme. These outcomes, which are appended to this paper, are currently being refined within each school level.

k-12 Curriculum Design Model


Global Village
Human Species
Communicative and Expressive System
The Learners
Grade 12
Biological System
Evaluative and Belief System
Physical System
Bold circle represents transdiciplinary studies organized around global themes, great ideas, and major problems.
The circular pattern represents the student's pathway through the curriculum.
Kindergarden

Professional Practice

The specifications for professional practice derived from the district's primary goals were developed as statements of preferred instructional strategies. These statements were intended to drive instructional decisions at each school level. To implement these strategies, the district has begun to plan and implement a long-term staff development program to educate all teachers as experts in these strategies. Following are the statements of preferred learning strategies:

1. Learning strategies will be designed to reflect various learning styles.
2. Learning strategies will be designed to have learners involved in active learning.
3. Learning strategies will be designed to have learners discover knowledge through experience.
4. Learning strategies will be planned and evaluated with the collaboration the learner in terms of goals and process.
5. Learning strategies will be designed to emphasize higher order cognitive skills.
6. Learning strategies will be designed to connect students' learning with the community.
7. Learning strategies will be designed to involve learners in real world tasks.
8. Learning strategies will be structured cooperatively, competitively, and individually with an emphasis on cooperative strategies.

Structures

The districts primary goals, along with the guidelines for program and practice, were the basis for developing specifications for the organizational structure of the system. These specifications included the following:

1. The school and community will form a partnership for mutual learning and growth.
2. Staff and students of the school community will be involved in meaningful decision-making affecting all aspects of school structure, management and organization and will assume responsibility for the implementation of those decisions.
3. All learners will be recognized for their continuous progress and for their achievements in all areas.
4. Learners' progress and proficiency will be evaluated and reported through a variety of criteria-based methods.
5. Time components of school organization will be structured flexibly to allow for trans-disciplinary planning and learning.

6. The preferred structure for grouping students will be heterogeneous and will allow for multi-age grouping.

7. School structures and organization will be designed to promote a collaborative, supportive, and democratic environment.

8. The school district will continuously assess the primary goals and related means and adjust its programs, instructional practices, and support structures to reflect changing needs.

9. The school district structure and staff will be continuously evaluated to assure congruence between the district goals (primary and intermediate) and actual practice.

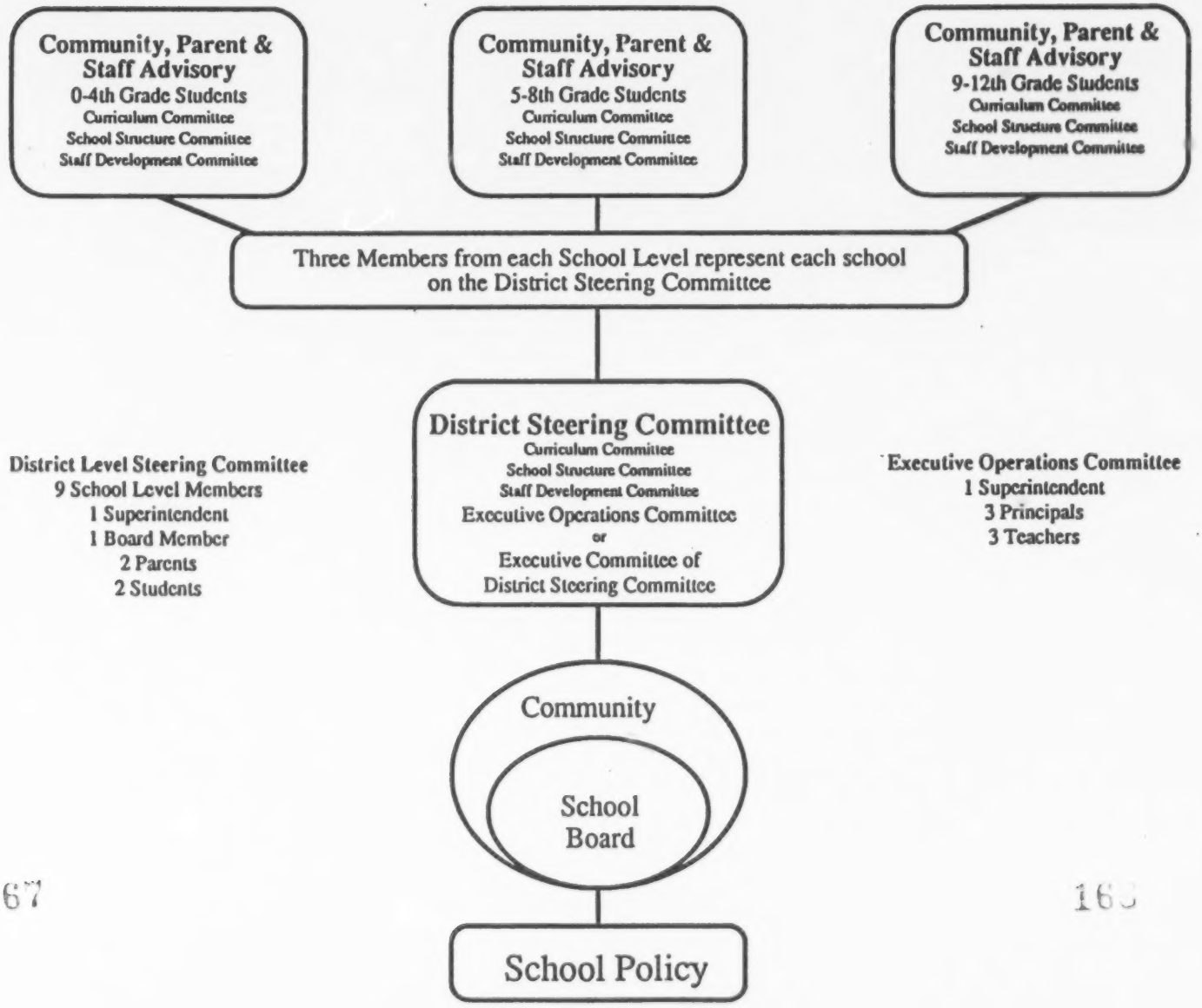
Several of these statements, especially statements 3 through 6, are closely related to professional practice and may have been better place as specifications within that element of the blue-print. The remaining statements prescribe an organizational structure for the system in which decision-making is shared, democracy is practiced, and self-assessment is the norm.

Implementation

Early in 1991, the district took the first steps in implementing its blue-print with the formation of a "School Restructuring Committee," made up of teachers, administrators, and community members to develop a management structure for the district based on the specifications cited above. The draft model of their plan, included on page 9, illustrates how shared decision-making is to be implemented at both the school and system levels. Beginning in the Fall of 1991 this organizational structure was put in place within the schools. The district hopes to make the transition to the system-level structure during the 1992-93 school year.

With this new structure in place within the three schools, activities are underway within each to develop curricula consistent with the adopted model. A staff development plan, based on the specifications for practice, is being coordinated at the district level. Even with these activities underway, full implementation of the blue-print is still several years in the future.

School District Reorganization Plan - Draft #2



THE YONKERS BLUE-PRINT

Project activities began in Yonkers in the Fall of 1989. As in Redwood Falls, the project has been guided by a twenty-three person steering committee who spent the first year developing their own competence and planning the activities and events that would lead to a blue-print for the educational system. The blue-print, and the process used in its development, followed the same general pattern as in Redwood Falls but with some significant variations, both in process and products. These variations reflect the differences in community contexts along with on-going refinement of the process of systems design being applied in EDUCATION 2000.

The Yonkers vision for the education system was highlighted in the opening section of this paper. The complete text of the Yonkers Mission Statement, which describes this vision, is appended. The Mission Statement serves as the foundation for each of the subsequent elements of the blue-print.

District Goals

The goals that were set for students flow directly from the mission statement. Based on the themes established in the mission statement's opening paragraph, the student goals identify forty-one outcomes which define five overarching goals agreed to by a broad cross-section of staff, students, parents, and community members. These goals and outcomes are included on the following two pages.

STUDENT GOALS: YONKERS PUBLIC SCHOOLS

Goal 1: Students completing their education in Yonkers Public Schools will develop a love of learning and will be prepared and committed to be life-long learners. They will be people who:

- Recognize that knowledge is personal and has meaning in and of itself.
- Are motivated to apply their knowledge to the betterment of humankind in their community, nation, and planet.
- Experience the joy of learning throughout their lives as they consider their own questions and probe the universal issues that have motivated human inquiry throughout history.
- Use their understanding of the arts, humanities, physical and natural sciences, and history as the basis for their own quest for knowledge.
- Are literate, numerate, articulate and communicate effectively in English and another language.
- Are able to access, process, analyze, and evaluate information to solve problems.
- Use alternative and creative strategies in problem solving.
- Are skilled in the use of computers and other emerging technologies.
- Use leisure time effectively.

Goal 2: Students completing their education in Yonkers Public Schools will achieve their full human potential as individuals and contributing members of society. They will be people who:

- Have a personal philosophy of life which will contribute to their self-respect and their sense of personal responsibility and also will serve as a guide for making satisfying and responsible decisions throughout their life.
- Are committed to ethical integrity in all areas of living.
- Possess habits of perseverance, determination, and independent thought which will contribute to their on-going physical, intellectual and spiritual growth.
- Are able to make appropriate and realistic vocational choices based on marketable work-place skills and the ability to assess their own interests and abilities.
- Are concerned with creating a vision of the future based on knowledge of local and global issues and problems, their role in them, and a commitment to shaping solutions.
- Sense the opportunities afforded by living in today's world and are determined to make the most of them.
- View adversity as a challenge to be met with optimism and creativity.
- Have a sense of belonging, pride, and loyalty to family, community, nation, and the planet.
- Be committed to patterns and life-styles that contribute to personal health and physical well-being.
- Possess physical fitness and recreation skills.
- Have the desire and competence to be successful parents who will raise physically and mentally healthy children and have high expectations for their off-spring.

Goal 3: Students completing their education in Yonkers Public Schools will be prepared to live with the challenges and opportunities of a world that is characterized by interdependence and a variety of inter-connections. They will be people who:

- Know that they live in a variety of systems, understand the basic structure and characteristics of systems, and comprehend how systems are inter-related and connected.
- See their role and the community's role in the global political, economic, technological, and ecological systems that connect people, communities, and nations in today's world.
- Understand and appreciate the uniqueness of their own country's economic and political systems and the special role played by them within the global systems.
- Value democratic principles and participate in the political process as informed and responsible citizens.
- Recognize the interdependent nature of all social groups and possess the sensitivities and understandings necessary for effective relationships and group participation.
- Demonstrate the respect and commitment necessary to function effectively in the family.

Goal 4: Students completing their education in Yonkers Public Schools will be prepared to live in a world that is characterized by a variety of individual differences and great diversity in social and natural systems. They will be people who:

- Understand, value, and act to preserve the great biological and physical diversity of the planet's ecosystems.
- Understand the historical contributions and contemporary roles of the variety of groups that make up their community, nation, and world.
- Understand that all societies and cultures adopt unique economic and political systems based on their own histories and circumstances.
- Appreciate that many diverse cultures have contributed to humankind through unique forms of artistic expression and their histories of ideas.
- Are able to interact effectively with a variety of people regardless of individual differences due to heredity or culture.
- Respect and are open to the opinions of others in a free exchange of ideas.
- Understand the perspective of others and are able to negotiate and resolve conflicts.
- Are aware of the differences in how they see themselves and how others see them.

Goal 5: Students completing their education in Yonkers Public Schools will be prepared to live in a world that is characterized by accelerating change. They will be people who:

- Have a historical perspective on how and why change occurs in social and natural systems.
- Understand that change is central to human development and cultural evolution.
- Know how to evaluate and adapt to change in order to make intelligent and realistic choices.
- Understand the forces and changes that have shaped the history of their community and nation.
- Understand the evolving role of the United States and other nations within the international community.
- Comprehend and are able to evaluate the role, appropriateness, and effects of technology in accelerating rates of change.
- Comprehend the changing demands of the contemporary workplace and be prepared to meet them.

Exit Standards

In a significant refinement of the EDUCATION 2000 design process, the Yonkers steering committee decided to undertake an intermediate step before beginning the process of program design. This decision was to put in motion a process for identifying exit standards for all students, regardless of where in the community they live or in which schools and programs they are enrolled. This decision was taken out of concern for establishing common standards of excellence in a large and diverse educational system. It also reflected a desire to ensure that program design, which ultimately would be carried out within individual schools, would proceed from commonly held standards and that those standards, and ultimately curriculum and instruction, would be driven by assessment grounded in performance measures.

Since early this year, a task force comprised of teachers, administrators, students and parents has been working to develop exit standards for each of the forty-one student outcomes. As of this writing, the task force is nearing the completion of its work. To illustrate both the process that has been followed and the kinds of standards that are being developed, examples (in penultimate draft) from Goal 2 and 4 are included on the following pages. Ultimately, the standards will be combined and synthesized into a more manageable set to facilitate the development of performance measures. More immediately, the standards and the implications derived from them will be turned over to additional task forces on program, practices, and structures.

Completing the blue-print

Work is continuing in Yonkers to move the blue-print to the stage of development where implementation within individual schools can begin. To accomplish this the steering committee has convened two additional task forces comprised of teachers, administrators, students and parents: one on programs and curricula, the other on learning systems and professional practice.

The task force on programs and curricula has been charged with undertaking its own inquiry about alternative approaches to organizing programs and curricula. Based upon the exit standards for students, the task force is to make recommendations regarding the major ideas and themes to be included in the knowledge base offered in the schools and develop guidelines for how the knowledge base should be organized. It will also develop recommendations for how the skills and content areas of the knowledge base should be organized and interrelate and for how the knowledge base and its organization should be differentiated among various level of schooling.

Goal 2: Students will develop a love of learning and will be prepared and committed to be life-long learners.
Outcome 4 A

Outcome	Characteristics	Standards	Implications
They will be people who: -use their understanding of the arts, humanities, physical and natural sciences, and history as the basis for their own quest for knowledge. Suggested: Have an understanding of the arts, humanities, mathematics, physical and natural sciences, and social sciences, and of their interrelationships.	**Persons who have achieved this outcome:** -understand the domains (ways of knowing and expressing) the "big" ideas and themes of the disciplines. -understands how the knowledge from the disciplines is used to address individual and social problems. -appreciate that knowledge from the disciplines can be used to derive enjoyment. -knows the value of both disciplines and interdiscipline approaches.	**Exiting students will be able to:** -articulate the major themes, and key concepts of the disciplines and can differentiate the processes of knowledge acquisition of each discipline. -when presented with a problem, can use knowledge from the appropriate discipline or disciplines to present alternatives for dealing with the problem. -can articulate how the knowledge from the disciplines was used to derive enjoyment.	**For what we teach:** -instruction must include process as well as knowledge of the discipline. **For professional roles and practices:** -provide planning time for teachers in different disciplines areas. -use of different assessments. -staff development. -curriculum arranged around thematic topics. **For organizational structures:** -flexible scheduling. -expand opportunities for students to use interdisciplinary skills in practical applications.

The second task force will also begin its work with an agenda for inquiry, focusing on alternative approaches to professional practice and organizing and delivering learning programs suited to the needs of the learner. Using the exit standards as a starting point, and based upon their own inquiry, the task force will develop recommendation regarding approaches to teaching that are deserving of trial, professional roles within the educational system, alternative learning environments, alternative student groupings, and how time might be organized and used differently.

A third task force, which is to make recommendations regarding the organizational structure of the system, will be convened at the beginning of the next school year.

Implementation: school-level design

Looking to the future, the steering committee has determined that the next step in the project is to turn the building blocks developed so far over to several selected schools in the district and to support them in implementing the design process within their own school-communities. Therefore, through a request for proposals, they are inviting participation by individual schools in the first cycle of implementing EDUCATION 2000 which will begin during the 1992-93 school year.

By issuing this invitation, the steering committee is putting in motion a process to identify up to four schools to take part in the first round of implementation of the EDUCATION 2000 process at the school level. The schools selected for participation will have the opportunity to be on the cutting edge in creating new models of schooling in Yonkers. Moreover, because this will be the first attempt at school-level implementation, the selected schools will have access to support and technical assistance which may not be available to the same degree in later phases of the process.

The schools selected for participation must evidence their willingness to work within the parameters established by the mission and goals. Their efforts will be informed by the recommendations from the task forces on student learning, curriculum, and professional practice. Most important to this expectation is a commitment on the part of the local-school community to broad involvement of educational stakeholders in shared decision-making and problem-solving.

To encourage the development of new models, the Steering Committee is working with the Board, Administration, and professional bargaining units, as well as with the New York State Education Department, to identify and, to the extent possible, remove barriers and constraints in policy and procedures which could limit design possibilities. However, the district will continue to implement a desegregation

Goal 4: Students will be prepared to live in a world that is characterized by a variety of individual differences and great diversity in social and natural systems.
Outcome 1

Outcome	Characteristics	Standards	Implications:
They will be people who:	**Persons who have achieved this outcome:**	**Exiting students will be able to:**	**For what we teach:**
-understand, value, and act to preserve the great biological and physical diversity of the planet's ecosystems.	-are committed to the protection of the environment. -understands and respects integrity of our planet life forms. -understand and respect integrity of out planet life forms. -understand the interdependence of the planet's ecosystems. -realize need for proper management of limited resources. -understand the varied geographical forms of the planet.	-demonstrate awareness of the concept of ecosystems. -are familiar with biological and physical characteristics of ecosystems. -have practical knowledge of how various forces can upset balance of nature. -have participated in an ongoing ecological activity geared towards restoring the natural balance. -engage in ongoing ecological activities. -know local, regional, and world geography. -are knowledgeable consumer and are able to manage limited natural resources. -actively contribute toward restoring the natural balance of the planet's ecosystems.	-the interdependence of our ecosystem. -an awareness of what it will take to save our planet for future generations. -more emphasis on travel for students. **For professional roles and practices:** -use photographs, video and other media to transmit knowledge. **For organizational structures:** -provision for integrating this outcomes into requirements for graduation. -funding for student travel.

order of the federal district court and participating schools will be expected to work within the parameters the court order establishes. Moreover, except for funding they may attract from outside sources, redesigned schools will ultimately operate within whatever financial situation emerges in the district and state over the next several years.

To facilitate school-level design, school faculties and their communities will receive technical and financial support from the project in developing their own vision for the school that will serve as the basis for accomplishing the following:

Identifying/adopting student outcomes;

Developing performance measures to assess achievement;

Designing curricula and courses to meet outcomes;

Agreeing on delivery systems to maximize student achievement;

Putting in place effective communication and decision-making structures;

Identifying staff development needs and a strategy for meeting those needs;

Developing short and long-term implementation plans.

THE EDUCATION 2000 PROCESS

Redwood Falls and Yonkers are both participating in an educational redesign effort that I, and my colleagues at The American Forum for Global Education, have been leading over the past several years. This effort, called EDUCATION 2000, has been initiated in six diverse communities in different parts of the U.S. since 1987.

When we initiated the project nearly six years ago, we did so out of a strong conviction born of our work in global education, that there is a serious mismatch between schools, and their programs, and the realities of an increasingly interdependent, rapidly changing, and ever more diverse world.[5] In fact, establishing educational systems that will equip students to function effectively in such a world and to contribute to society and the economy is considered by many to be one of the greatest challenges facing our nation today.

We believed that schools will need to be radically different if they are going to be up to this challenge. We were also convinced, and remain so, that the creation of such radically different schools is unlikely to result from restructuring efforts

proceeding school by school. What is needed is a new design, not only for individual schools, but for entire educational systems.

In the following paragraphs I will describe the educational design process as it is being carried out in EDUCATION 2000 communities. This description is based primarily on the experience of these two very different communities as they have participated in an evolving process to redesign educational systems. The reader should understand that this description is written from hindsight and that the process has evolved and changed since the project's inception.

By choosing to participate in this project, schools and their communities have committed themselves to a process that is focused on the central question: "What kinds of schools and schooling will our children need to prepare them for the twenty-first century?" In addition, they are committing themselves to a process that is distinguished from other restructuring and school improvement efforts by two unique characteristics.

The first of these characteristics is that the project is explicitly designed to surface a world view. EDUCATION 2000 reflects the assumption that the world in which we, and our children, are living is characterized by rapid change, increasing interdependence, and cultural diversity. The process itself is designed to enable local communities to determine how these characteristics are reflected within their own contexts and how their schools should respond to them if they are to be truly schools that prepare students for the challenges of the future.

Secondly, EDUCATION 2000 has evolved a process of design that is systemic and system-wide. Rather than tinkering around the edges of the existing system or attempting to make piece-meal changes in programs or schools, the process is to result in a system-wide infrastructure that is ultimately enabling of design at the school and classroom level.

From the outset of the project, we knew that the support and involvement of entire communities would be needed if educational systems were to be successfully redesigned. Our strategy was to engage entire communities in rethinking the mission and goals of education in light of the changes that are taking place all around us. This informed input was to be the first step in developing an "educational blue-print" which would provide an overarching conceptual framework defining the domains as well as the comprehensiveness and balance that students' curricular encounters should reflect.[6] This blue-print, starting with the new statement of mission and based upon the system's goals which are its expected outcomes for students, was to address questions of what the school should be teaching, the kinds of learning experiences most valued by the staff and community, and the kinds of organizational structures that need to be in place to support effective programs and good teaching.

In our early efforts the process was rather linear and the project was interpreted to too great an extent as a curriculum development effort. We saw movement toward improved programs and curricula but little real change in schools or the system as a whole. As our work continued, however, we discovered a promising match between systems design theory and what we hoped to accomplish in our work. Increasingly, we have incorporated principles and strategies of systems design into our work.

We were initially attracted to social systems theory because of the elegant congruence between the view of the world that drives this project -- that we live in an interdependent world which is increasingly dominated by global systems -- and a systems view of schools and educational organizations.

To be sure, schools are among the most complex of social systems. They have changed very little in over a century and are driven by hundreds of powerful external constraints. Most recent innovations or intrusions into the existing system have been rejected because they don't account for the complex nature of a system. Sometimes they temporarily fix what they intend to, but mostly they produce, or threaten to produce, unexpected or unacceptable outcomes in another area of the system - outcomes resisted by forces more powerful than the forces for change.

Bela Banathy, one of the foremost theorists in systems design, has argued that the only way education will be changed to deal with the demographic and economic shifts of a changing society at the same time we deal with the human needs of the individuals within the society, is through a complete paradigm shift in defining what education is: a shift to a systems perspective[7]. At the core of this shift is a move away from problem solving and linear approaches to school improvement, and a move toward the creation of new visions for the system and the use of cyclical and organic strategies to accomplish those visions. According to Banathy, entire communities will need to be involved in the creation of new images for educational systems. These images need to be informed by and grounded in the overall societal context, developing the largest possible picture of education within the largest possible context.

In our work, incorporation of the systems design perspective has enabled us, as well as those implementing the process within their own communities, to understand and account for the dynamics of the system in new and profound ways. Moreover, it has allowed us to deal with those dynamics with more powerful strategies than we had available before.

In addition, the process embodies other characteristics that are consistent with the project's world view and design perspective. Among the most important of these, participation in this project brings a commitments to:

-The broadest possible involvement of all the educational stakeholders within the local community.

> This means involvement both in the decision to participate in EDUCATION 2000 and in the design process itself.

-Placing students, and their needs in a changing world, squarely at the center of the design process. As a result, the design will-

> -Be based in and driven by desired student outcomes.
> -Reflect the belief that all students can learn.
> -Provide for standards of excellence for all students.
> -Accommodate the view that all students possess unique intelligences that need to be tapped by the school.

-Focusing on the entire range of functions within the educational system throughout the design process. Among the primary areas to be addressed are the following:

> -The substance and organization of programs and curricula.
> -Specifications for valued and effective professional practice.
> -The extent to which the organization and its structures support effective programs and practice.

-Empowering local schools, and their communities of stakeholders, to redesign themselves.

> The process embodied in EDUCATION 2000 is intended to result ultimately in both unique local school designs and a larger educational system that has been redesigned to support these local efforts. This commitment reflects the belief that while visions, goals, and standards can be owned by an entire community, local schools and their communities of stakeholders are in the best position to determine how they are to be realized in their own context.

As originally conceived, the project was designed to proceed through three phases. These phases were intended to move a community from planning the project through developing its educational blue-print to beginning implementation activities in approximately three years. The following excerpt from the project's leadership manual describes some of the activities and results of each of the phases in the process.

> The activities of Phase I are intended to result in a strategic plan for carrying out the program design and implementation activities of Phases II and III. In this phase, the project's primary actors are the members of the project steering committee. This committee is charged with

transforming itself, through self-education activities, into a panel of experts; with developing a project resource center; and with developing a plan and supportive infrastructure for program design and implementation.

The outcome of Phase II is an educational blue-print which will be used to design curricular programs, to guide instructional practice, and to organize institutional structures. In this phase, the focus shifts from the internal work and preparation of the steering committee to broad involvement of the professional staff and community in developing the blue-print. The success of the project requires the broadest possible involvement in setting the schools' mission and goals, assessing needs and collecting baseline data, program planning, and designing curriculum and staff development.

Phase III of this project involves the on-going work of implementing the educational blue-print. The specific tasks to be undertaken in this phase will depend upon the specific elements of the local blue-print. However, each will require on-going staff development; curriculum writing, selection and development of instructional resources, piloting and revision of courses and resources, on-going data collection, and on-going oversight and monitoring of implementation strategies.

This description of the three phases was written as part of getting the project underway in Yonkers. Both communities described in this paper have approximated the process it describes. The first phase, which results in a strategic plan for the project, took a year to complete in both Redwood Falls and Yonkers. The second, in which a systems blue-print was designed, took more than two years to complete in these two communities. The final, implementation, phase is just beginning and because of the nature of the blueprint as a long-term guide to programmatic design and decision-making, implementation will necessarily be a long-term and open-ended process encompassing three to five years or even longer.

We are finding, however, that it is possible to accelerate the process somewhat by making better use of the times when school is not in session. For example, in our newest active site, Community Consolidated School District 146 in Tinley Park, Illinois, Phase I was completed in three months by using the summer time to provide for training and education activities and strategic planning. As a result, after one year of the project they will have developed their vision and mission and begun work on the District's goals. According to the time-line that has been established there, we anticipate that implementation will begin during the third year of the project.

LESSONS FROM EDUCATION 2000

Early in the project we developed a research agenda for the project that we hoped would enable us to learn from the experience of communities involved in educational redesign. Our agenda had three objectives: to document the process

in each of the communities, to determine how unique community contexts affect the process and its outcomes, and to determine what impact, over time, involvement in the project has on school programs, classroom practice, organizational structures and educational outcomes.[8] In the following paragraphs, I will attempt to summarize some of the lessons emerging from the research agenda and from the practical experience of being part of the process in these communities.

Six communities have been engaged in EDUCATION 2000. The two communities described in this paper have been the most successful in carrying out the process thus far. A third district, District 146 in suburban Chicago, appears to be on a track to complete the process in a manner that will meet, or exceed, the experience of these two communities. In three other districts, the process was terminated at a point before serious systemic and structural redesign were considered and implemented. In each of these districts the process went no further than consideration (and implementation, in two of the cases) of curricular improvement. The differences in the experience of each community can be explained, in part, by at least three inter-related variables that have come into play in all of the project sites.

One of these variables has to do with the leadership role we at The American Forum have played in the project. More specifically, our ability to articulate the process and achieve a common understanding among local leadership of the project has had an important effect on the project's outcomes. The data we have collected from the steering committees at each of the sites shows that, in the sites where the process was not completed, the project leadership team neither understood, nor made a commitment to, the project as a comprehensive redesign effort. This difference is partially explained by the project's history and our own ability to refine the process as we have gained greater experience, especially with the more explicit focus on strategies of systems design with newer sites in the project. However, this explanation is only partially satisfactory because of the experience of Redwood Falls which was one of our early sites.

The difference in experience and outcomes can be further explained by a second important and related variable: identifiable leadership and commitment to the project and goals within the district. Another paper in this symposium, by Madylon Leslie, describes the importance of the superintendent's commitment and leadership to the project and of his or her willingness to involve and empower other stakeholders in the redesign effort.[9] Her conclusions are being validated by our experience in District 146 where the superintendent has made clear his commitment to the process and to involving the entire community in the effort.

These conclusions are also supported by our experience in at least two of the sites not completing the process. In one of those sites, the process was terminated shortly after a change of superintendents. In a second site, the project was never

embraced as the umbrella for school change efforts by the superintendent who, in fact, initiated a competing effort in outcomes-based education.

Our experience and research, thus far, would indicate that these two factors are necessary, but not sufficient, in explaining the full completion of the process of educational redesign. A third variable that is equally important is the support and involvement of a broad range of stakeholders in the process. A major difference between the three communities who terminated the process and the others was the purposefulness and seriousness with which the larger community of stakeholders has been involved in the process.

In both Redwood Falls and Yonkers, and now in District 146, literally hundreds of community members and professional staff have been involved in community forums and other activities and events as the blue-print has been developed. By contrast, in one of the other communities, the steering committee decided to hold a series of "informational" meetings, after design activities had begun, rather than to hold forums seeking meaningful input from the community. Within several months of these meetings, a dissident group of concerned community members, representing fundamentalist Christian churches, took credit for successfully pressuring the superintendent and board of education to terminate project.

In addition to learning about these critical factors, we are also learning some important lessons about the process itself, especially as it relates to the community context in which the project is embedded. The paper by Martin-Kniep in this symposium describes some of the data we have collected on perceptions and attitudes among different educational stakeholders. This data is being used not only to explain the process as it has been played out so far, but is also being used to inform the structure of the process in our new sites.

Another important lesson that our research and documentation has yielded has to do with the role and function of the project steering committee. In each of the project sites we have collected extensive data on the emerging concerns of steering committee members and have documented both the process and products of their decision-making. Within this data we have seen a consistent shift over time in their expressed concerns. A parallel shift is reflected in the process and substance of decisions taken.

Early in the process, our data shows, steering committee members most frequently mentioned concerns having to do with issues of roles, power, trust, and group dynamics. In the early stages, members are often skeptical about their autonomy as a group, distrustful of the motivations of those in other roles within the group, and suspicious that a hidden agenda is being imposed by district leaders, EDUCATION 2000, or The American Forum. Consequently many of the decisions early on have do with how members will work together, how decisions will be made,

and how they can access information about the project and about the issues involved.

Over time, concerns expressed by steering committee members reflect a marked increase in trust, both within the group, and for district leadership and the project itself. Decisions reflect this shift. As the project continues, and the steering committee becomes more cohesive, decisions also shift to issues of involving other stakeholders in the process, identifying useful resources, and shaping practical next steps.

We believe we are learning some lessons from our research agenda and day-to-day experience that will be of great importance to our future work in this project. It may also be of interest to others involved in similar endeavors. Our experience has confirmed the importance of starting such an effort with a shared understanding of the goals of the project and with a clear commitment by district leadership to those goals and to sharing meaningful decision-making with others. We have learned that broad involvement of the community in shaping the design of the educational system is not only viable, but a powerful factor in the project's success.

We have learned that the process of design can be, and probably must be, shaped to fit the community context in which it unfolds, without losing its basic integrity. Finally, we have learned that when stakeholders, from a variety of roles, are engaged in giving meaningful leadership to an effort such as this, it is important to provide a means for them to deal with issues of trust and interpersonal relationships before expecting them to take on the more substantive issues of redesign.

So far, EDUCATION 2000 has demonstrated that, with support and under the right conditions, it is possible for local communities to develop a vision and a blue-print for their educational systems that are quite different from the systems in place today. It remains yet to be seen if these blue-prints can be implemented, and sustained over time, and if they will yield the kinds of educational outcomes that their designers had envisioned.

ENDNOTES

1. Adapted from the District Vision and Mission Statement of Independent School District 637, Redwood Falls, Minnesota adopted by the board of education in February, 1991.

2. Adapted from the Mission of the Yonkers Public Schools, Yonkers, New York adopted by the Board of Trustees in February, 1992.

3. The first statement was developed in Redwood Falls, a rural community in southwestern Minnesota. Dependent upon agriculture, with a sprinkling of manufacturing and high tech enterprise, for its economic livelihood Redwood Falls lies in the heartland of America. Approximately 2,000 students attend the schools coming not only from the town itself but also from surrounding villages and farms and a nearby Indian Reservation.

   The second vision was created in Yonkers, New York a community of approximately 200,000 population adjacent to the Bronx in New York City, but located in Westchester County. Because of its location, Yonkers has both the rich diversity and many of the attendant problems of the larger New York City metropolitan area. With thirty-two schools, and approximately 20,000 students, Yonkers possesses a scale and manageability that is unattainable in larger urban school districts with many of the same characteristics.

4. Such a model was suggested in John Goodlad in "A New Look at an Old Idea: Core Curriculum" in *Next Steps in Global Education*. The model is adapted from Kenneth Boulding's book, *The World as a Total System*.

5. The project grew out of the work of the Study Commission on Global Education. Some of the dimensions of this mismatch is documented in their report: *The United States Prepares for its Future*, published by Global Perspectives Education, Inc. in 1987.

6. Reflects the findings of John Goodlad in his Study of Schooling. See, for example, "A New Look at Old Idea: Core Curriculum."

7. See, for example, his article "New Horizons through Systems Design" in *Educational Horizons*, Winter 1991.

8. As part of the research agenda, annual reports have been prepared on the sites that are the subject of this paper. Copies of those reports and a description of the research agenda are available at The American Forum for Global Education.

9. Our experience shows that the leadership provided by the individual to whom day to day coordination has been delegated is an important factor in this variable. In Redwood Falls, coordination was delegated to a secondary social studies teacher, in Yonkers to a recently appointed assistant principal with high credibility as a teacher. In both cases, their conceptual leadership and commitment to the project were critical to the success of the project.

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COMMUNITY VISION FOR THE EDUCATIONAL SYSTEM
REDWOOD FALLS, MINNESOTA

Educational opportunities should be accessible for all learners. These opportunities should be ongoing, active, relevant, and reflective of current world realities.

All learners should experience significant academic, vocational, personal, social, and cultural growth. This experience should be comprehensive with a strong basic core and flexible enough to allow for individual interest and specialization.

The learning environment should allow learners to personalize the curriculum and to be actively involved in the learning process. It should enable learners to develop collaborative skills and demonstrate positive competitive behaviors. It should also be closely connected and integrated with the community and the world.

Learners should view learning as a life-ling process. Critical thinking, creative thinking, reflective thinking, problem solving, and conflict resolution should be emphasized.

The curriculum should reflect the interdependence and interconnectedness of the people of the world. It should help learners understand themselves, their community, and their nation as part of a world that consists on inter-related physical, biological, economic, political, and social systems.

THE MISSION OF INDEPENDENT SCHOOL DISTRICT 637 SHALL BE:

to provide life-long learning opportunities enabling individuals to become confident, happy, productive, and responsible citizens in an interdependent world community.

THE WORLD AS A COMMUNICATIVE AND EXPRESSIVE SYSTEM

KNOWLEDGE

-Multiple literacy
-Communication is the exchange of information between systems.
-History of communications systems.
-Arts are a basic system for communicating feelings re:time, place, and circumstance.
-Humans are meaning makers.
-Humans are creators and consumers of symbolic forms-arts, myths.
-Communication systems differentiate humans from other animals.
-Effects of technology on modern communication.
-Characteristics of information age.
-How to find information.
-Forms of communication.
-Career opportunities in communication.
-Knowledge of parts/actors of communication systems.
-Symbolic functions of communication.
-Power of symbols.
-Relationship between parts of communication system.
-Contributions of various cultures to literature and other expansive forms.
-How cultures express ideas.
-Know information systems.
-Research methods.
-Various ways information is communicated over time/space.
-Oral literacy tradition connects communication and expressive systems.
-Knowledge of propaganda techniques.

ABILITIES

-How to find information.
-How to communicate well in various formats.
-Express oneself through the arts for personal satisfaction.
-Use state of the art technology for communication.
-Research critically, analyze, and interpret information.
-Use humor appropriately.
-Analyze and describe the relationship between the parts of communication systems.
-Engage in cross cultural communication.
-Describe relationship of communication system to other parts.
-Engage in effective interpersonal skills.
-Apply aesthetic standards.
-Make connections between self, society, and others in literature.

VALUES

-Appreciate communicative diversity.
-Appreciate well-crafted forms of communication.
-Appreciate folk arts of all people.
-Appreciate local artists.
-Value creative expression.
-Enjoy expressing one's self.
-Enjoy communicating/relating with others.
-Support the rights of others to communicate.
-Strive to value the truth. (THE BIG TRUTHS).
-Value the role of communication with all systems.
-Value the role of debate, discourse, discussion, disagreement in a democracy.

SOCIAL PARTICIPATION

-Cooperate with others.
-Take the opportunity to communicate.
-Read as a leisure time activity.
-Ignore dishonest/misleading messages.
-Attend/perform in expressive performance.
-Support the arts.
-Participate in public debates/discussion.
-Continuously upgrade their expressive abilities.
-Advocate communication as a means of conflict resolution.
-Use communication as a way to alleviate stress.

THE WORLD AS A PHYSICAL SYSTEM

KNOWLEDGE

-Subsystems making up our physical systems e.g. weather systems, oceans, land masses, universe.
-History of the above.
-Relationships between these systems and social systems.
-Actors, relationships, functions of these systems.
-Numbers/measurements related to the physical systems.
-Rules, laws, principles that govern the interaction within and among the physical systems.
-Energy use-past, present, future.
-Current resources in physical systems.
-How physical systems change.
-Career opportunities/demands of careers related to physical systems.
-How time is determined.
-Relationship between human behavior and physical realities (weather, land masses).
-Impact of social, economic, and political systems on the physical system.
-Change involves trade offs.
-Interdependence between physical/biological systems.
-Personal connection/impact of the physical system.
-Nonrenewable nature of the earth's physical system.

ABILITIES

-Observe, measure, compute, predict.
-Experiment and interpret.
-Build/construct to solve problems.
-Take care of their physical environment.
-Trace connections/analyze relationships within and among systems.
-Use physical system in ways beneficial to humanity (long term).
-Conserve natural resources (and manage).
-Adapt to changing world and differing physical environment.

VALUES

-Physical systems as part of other systems.
-Accepting responsibility for conserving the physical system for future generations.
-One's personal physical system.
-Accept responsibility for one's own physical well-being.
-Being responsible for waste management.
-Value the beauty, size, complexity, diversity of the physical system.

SOCIAL PARTICIPATION

-Join with others in promoting sound conservation and management practices.
-Conduct one's own life in a sound and conserving manner.
-Continuously develop understanding of one's environment.
-Refer to social participation under biological systems.

THE HUMAN SPECIES

KNOWLEDGE

-Knowledge of traits and characteristics of human beings.
-History of humankind as a record of cultural contact and exchange.
-Cultural adaptation to their local environment.
-Differences and similarities of human cultures.
-World religions and spirituality.
-Literature as a reflection of human experience-folk art, stories, oral traditions.
-Understanding of oneself and others.
-What motivates people to do what they do.
-Human sexuality.
-Uniqueness of every person.
-Limitations in sciences (psychology, history).
-Interaction of mind and body.
-Knowledge of human development and behavior.
-Basic human need to create and organize socially, create social systems-family, community.
-Norms of human behavior.
-Potential of human beings.
-Relationship to other species.

ABILITIES

-Act human.
-Describe the past and anticipate the future.
-Thoughtful decisions.
-Communicate within and across cultures.
-Motivate others and self to take positive actions.
-Think globally and act locally.
-Collaborate and cooperate.
-Maintain emotional equilibrium.
-Self-control.
-Manage change.
-Respect individuality.
-To be an individual.
-To care, love, serve others.

VALUES

-Human knowledge.
-Self respect and respect for others.
-Individuality.
-Community.
-Their place in the human drama of history.
-Human diversity.
-Creativity and change.
-Universal human rights.
-Family heritage.
-Spirituality.
-Accepts responsibility for one's actions.

SOCIAL PARTICIPATION

-Treats others with respect.
-Participates actively in the human conditions.
-Displays concern for others.
-Displays self-confidence and individuality.

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EVALUATIVE AND BELIEF SYSTEMS

KNOWLEDGE

-Beliefs and values systems plus other systems are interrelated.
-Recognition of one's own frame of reference is necessary to objectivity.
-There's evolution of universal value of what it means to be human (human rights).
-Core values on which this nation was based and have become point of debate about what it is/means to be human.
-Schools reflect the values of a democratic society.
-Role of schools and families and other institutions is transmitting the core values.
-Philosophical tradition.
-Interlocking nature/relationship between belief systems and cultural and evaluative systems.

ABILITIES

-Able to describe behavior in terms of their belief/evaluative system
-Analyze cultures in terms of underlying belief systems.
-Accept the discrepancy between philosophical ideals and behavior.
-Analyze, understand, and accept "the difference" diversity.
-Make timely, thoughtful choices/decisions.
-Evaluate by our beliefs, a career/profession.
-Problem-solve, collaborate, adapt to change.
-Identify one's own values.
-Know oneself.
-Direct and design change.
-To be comfortable with one's own values and decisions.

VALUES

-Diversity of belief system.
-Respect (but not necessarily agree) with other belief/evaluative systems.
-The Bill of Rights and democratic process and Universal Declaration of Human Rights and United Nations.
-Take pride in one's own ethnicity/racial/gender status and belief system.
-Value the importance of a value system.

SOCIAL PARTICIPATION

-Practice their values.
-Actions that reflect their values-except when to do so is injurious/infringement on other values. (Do unto others as we would have them do unto us).
-To eliminate violation of human rights through social participation-to act upon what you value.

THE GLOBAL VILLAGE-SOCIAL, POLITICAL AND ECONOMIC SYSTEMS

KNOWLEDGE

-The way human beings collectively manege their lives sociologically, economically and politically.
-Human relationships.
-World cultures.
-Cultures and cultural change.
-Local, state and national culture.
-History of nation/state.
-Inter-nation relations.
-Economic systems.
-Political systems.
-Global economic system, primarily capabilities.
-Two kinds of national economic command or market economies.
-Nature of treaties, coalitions, alliances.
-Current and historical role of U.S. in Global Village.
-Development of human sciences.
-Development of human societies.
-Evaluation of social systems from hunting and gathering plants, to agriculture, to trading and industrial.
-Conflict management.
-Multinational corporations as political decision makers.
-History of democracy.
-History of systems.
-History of changing family structures.
-Methods of political change.
-Global interdependence.
-Systems theory.

ABILITIES

-Conceive the global village as an interdependent system.
-Get along with others.
-Resolve conflict in non-violent ways.
-Perspective taking.
-Analyze and describe the parts and relationships of systems.
-Identify connections to other people and places and analyze their mutual effects.
-Understand roles and responsibilities of citizenship.
-Make economically prudent decisions for oneself and others.
-Make politically informed decisions and act upon them.
-Skills of social inquiry.

VALUES

-Constructive diversity.
-Eager to participate in the political process.
-An independent thinker and decision maker.
-Respect for the law and for the democratic process.
-Positive feelings towards one's own country.
-Responsible towards the human family.
-Values universal human rights (mutual respect, equity, tolerance, empathy).
-Appreciate the ramifications of personal decision making.
-Appreciate societal decision.
-Enjoy learning about people different from ourselves.
-Financially responsible.

SOCIAL PARTICIPATION

-Active in political, social and civic processes.
-Works on human and social problems.
-Travels widely.
-Collaboration and cooperation are second nature.
-Helping organizations-volunteering.
-Service in community.
-Continuous learning.
-Economic contribution to community and nation.
-Productive citizen contributing to the well-being of the community.
-Striving to increase their capacity to contribute to group goals.
-Display global thinking through local action.

THE WORLD AS A BIOLOGICAL SYSTEM

KNOWLEDGE

-Body functions as one system; homeostasis.
-Characteristics of living organisms vs. non-living organisms.
-Co-dependence of organisms i.e. ecosystems.
-Relationship between living things and their environment.
-Classifications of living things.
-Cause/effect relationships (behavior to organism response).
-Humans have greatest potential to change the ecosystem.
-Theories of specie development over time.
-Relationship between cultural values and use of the environment.
-Individual, community, and global well-being are dependent on healthy ecosystems.
-Exponential growth potential of population.
-Organisms are open systems characterized by organization, adaptation, and self-regulation.
-Knowledge of parts/actors of the system.
-Career opportunities of parts/actors of the system.
-Knowledge of the current "state of the planet".
-Understanding of self as a biological system.

ABILITIES

-Trace connection and see cause and effect.
-Think holistically (systematically).
-Using scientific method of procedure.
-Monitor and maintain one's own health.
-Provide basic first aid for others.
-Analyze and describe an ecosystem.
-Grow and raise plants and animals properly.
-Care for environment-conservation techniques.

VALUES

-Value all parts of the biological system and accept responsibility for ecological balance.
-Accept responsibility for one's own well-being.
-Value the aesthetics of the infinite complexity of ecological system.
-Value the need for ethical decision making.
-Accept responsibility for well-being of the ecological system (i.e. students caring).
-Value human life.
-Love of nature and of the outdoors.

SOCIAL PARTICIPATION

-Join with others in promoting sound environmental practice.
-Conduct one's own life in a sound environmental manner.
-Consistently display reasoned and informal decision making on environmental/biological issues.
-Consider environmental consequences of political and economic decisions that one makes.
-Actively participate in solving social and environmental problems in the community, nation and the world.
-Participate in healthful, lifelong activities.
-Consider environmental consequences of career decisions.
-Engage in lifelong learning regarding environmental/biological issues.

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THE MISSION OF THE YONKERS PUBLIC SCHOOLS

The mission of the Yonkers Public Schools is to prepare all students to be life-long learners who fulfill their potential to meet the challenges of today's world and the 21st century. Among the challenges and opportunities that our children face are living and thriving with diversity, interdependence, and accelerating change.

The Yonkers Public Schools are committed to the bold actions necessary for preparing students to competently adapt to change, think critically and creatively, model ethical integrity, and value democratic ideals. Students will develop self esteem, be prepared to recognize the contributions of diverse groups, uphold the dignity and human rights of others, and acknowledge the responsibility of each individual for the welfare of the whole. Our students will be literate, numerate and steeped in the arts and sciences. They will possess the sophisticated skills for life and work. A balanced perspective of humanity will be fostered through an accurate and representative presentation of historical truths.

The district will ensure that all students in its care realize their full potential to become well-rounded individuals and contributing members of society. Therefore, the education provided to our children will stimulate their respect for the similarities and differences in individuals and among cultures, ethnicity, and religious beliefs. It will also develop the interpersonal skills and encourage the multi-lingual ability that communication with others requires.

For our schools to meet the needs of students in a world of changing social, economic, environmental and technological structures, they must be responsive to the entire community. The Yonkers Public Schools will provide an environment for nurturing and empowering both children and adults within the learning community to be decisive, creative and flexible human beings.

The school district will model its goals for its students by engaging all educators and parents in shared decision-making and problem-solving that will result in productive and inspiring learning environments. The school system will enable and ensure that teachers can participate in decision-making and problem-solving on a school and system-wide basis because of their special role as primary agents in students' learning in school.

Our children's basic needs for safety, food, shelter, health and self-esteem must be met. Throughout the entire educational process, these needs must be met through an alliance that includes not only students, parents, teachers and administrators, but also government, business, health, community and religious agencies -- all members of the learning community -- to support and enhance the work of our schools. All are responsible for the education of our children.

PERCEPTIONS OF DIFFERENT EDUCATIONAL STAKEHOLDERS REGARDING THE WORLD, SCHOOLS, AND EDUCATIONAL CHANGE

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Paper presented as part of a symposium titled "Perspectives on Systems Design as a Strategy for Educational Change", at the annual meeting of the American Educational Research Association, San Francisco, 1992.

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"...education and society must consciously forge a co-evolutionary relationship that influences and shapes both.But at times, evolutionary imbalances exist between education and society. Such is the case today."

Bela Banathy

In the past few years there has been a shift in how we think of and study change in educational organizations. In the 1970 and early 1980's innovations in schools were studied in the context of "planned educational change" (Berman and McLaughlin 1980; Fullan 1982; McLaughlin 1987). This view of educational change assumed that schools' administration and staff could plan and undertake change in a rational and programmed fashion. The study of schools and personnel following this framework of educational change revealed some changes in the use of instructional materials and approaches, and/or in the reallocation of existing roles or resources. It did not, however, reveal fundamental changes in the way schools define themselves or operate as organizational entities. An example of the changes that have taken place in the past decade is that, since 1983, 20% of school districts in the United States have changed to some form of re-structure in governance (Winter, 1990). However, as with other educational innovations and fads, there is little evidence to date that these changes in governance have in turn transformed the structure and operations of schools.

Increasingly, an alternative perspective of change in schools has emerged, this being one where change is seen as transformational and systemic. This perspective focuses not only on the actual innovations being sought, but on the beliefs, values, perceptions, expectations, and relationships of actors and stakeholders in the educational system and its surrounding community (Basom and Crandall 1991; Banathy 1991; Rallis and Phlegar 1990). Within this perspective, adaptive change is "less rational and predictable than that produced through planned change, because instead of being defined by policy-makers and administrators, and then imposed on practitioners, the change grows from the organization's members themselves" (Rallis and Phlegar 1990). Moreover, programs tend to have multiple and often ambiguous goals and the change resulting from a particular program or intervention depends not only upon the program outputs but also on the conditions peculiar to each individual environment.

An essential component of systems re-design in education involves the development of a vision of the new educational system. This vision emerges out of efforts on the part of educational stakeholders (including community members) to share their needs and beliefs regarding the current educational system, and their goals or even wishes for a new system. To develop this vision, these educational stakeholders, community players, and parents need to be involved in shared conversations so that new relationship between learners and the larger social community can be created (Basom and Crandall, 1991). This vision leads to changes in decision making and to the incorporation of new stakeholders into the educational design agenda. To maximize decision-making concerning the design of an educational system three different kinds

of information are required, these knowledge from research and development, practice wisdom, and stakeholder's perspectives (Basom and Crandall 1991).

The data reported in this paper is consistent with a research and documentation framework suited to a transformational view of educational change. It is also designed to provide educational stakeholders with access to relevant information about the community and educational context of the schools which are to be re-designed. Therefore, instead of only focusing on the inputs and outputs of the interventions and processes leading to change, as one would within a planned educational framework, it focuses primarily on the context and on the participants and stakeholders.

Rationale for examining different perceptions of education

Numerous studies examining the possibilities of restructuring and re-designing education systems have identified barriers or sources of resistance to change. In a recent study of perceived barriers to shared decision-making, Mutchler and Duttweiler (1990) identified a number of interpersonal and institutional barriers. Among the interpersonal barriers they identified were: (1) resistance to changing roles and responsibilities stemming from reluctance to assume new responsibilities, apathy, satisfaction with the status quo, or dependence on norms and role expectations; (2) fear of losing power; (3) lack of skills for moving from individual decision-making to collective decision-making; and (4) lack of trust. The institutional barriers identified by Mutchler and Duttweiler included: (l) lack of definition and clarity of all relevant aspects of decision-making; (2) inadequate or inappropriate resources (i.e., time, money, staff); and (3) lack of hierarchical support.

While the preceding study is useful in identifying potential barriers to educational changes, it is limited in that the barriers identified only include a limited number of stakeholders, in this case, principals and superintendents. Furthermore, this study examined the beliefs and attitudes of these stakeholders without linking these beliefs and attitudes to other stakeholders' perceptions and beliefs. Within a transformational and ecological view of educational organizations and school change, one cannot study one aspect of schools independent of other aspects. In the design of educational systems, it is important to document the views and beliefs of multiple stakeholders for at least two reasons. First, each individual's beliefs and perceptions need to be acknowledged. Second, we need to examine the impact and relationship in the views held by different people involved or impacted by change processes.

In his study of educational system design, Salisbury (1990) identified several strategies which could increase the probabilities of success of schools and districts engaged in systemic re-design. Two of these strategies are formation of a grassroots collaboration network and concerns management. The data reported in this paper seeks to maximize the use of these strategies. In this way, the documentation and research agenda which this data supports, is not only designed to capture and explain the lessons

learned from the implementation of a design process, but is also an intrinsic component of the project itself.

Context for this study:

This paper is based on different components of a comprehensive research and documentation agenda for EDUCATION 2000. Education 2000 is an initiative of The American Forum for Global Education that consists in a systemic and system-wide educational re-design initiative which is grounded in global education. EDUCATION 2000 is a national project which establishes structured linkages between school districts and their ensuing communities. These linkages are created around a three-phased process which begins with the questions: *"What will be the needs of students in the 21st century?"*, and *"How should we design our schools to meet the needs of students in the 21st century?"* EDUCATION 2000 is grounded in the belief that the design of an educational system must be owned locally, and by multiple stakeholders.

EDUCATION 2000 is implemented in three phases. Emerging from PHASES 1 and 2, are a series of documents which define the parameters and content of a new educational system. One of these documents is a statement articulating the mission and goals for all educational programs developed. This mission statement is developed with input by the community and professional staff. It is further defined by a number of educational goals and student outcomes which are at the core of a curriculum blueprint. The blueprint itself serves as the principal guide for program assessment, curriculum planning, and staff development[1].

Currently, EDUCATION 2000 has established projects in Redwood Falls, Minnesota, Yonkers, New York, and Tinley Park, Illinois. Redwood Falls is in its fourth year of the project, Yonkers in its third year, and Tinley Park in its first year. This study includes data from Yonkers and Redwood Falls only and is part of an ongoing effort to document the community context and educational settings in which each of the EDUCATION 2000 projects is immersed. Specifically, this study describes the perceptions and attitudes of different stakeholders' (i.e., parents and professional staff) regarding the degree to which their community is impacted by world events; the extent to which schools are addressing the needs of children; and the kinds of knowledge, skills and sensitivities schools should impart to better serve the needs of students. It also

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[1] Willard Kniep's 1992 AERA paper titled "From Image to Implementation: Some Results of Education 2000" presents and analyzes different components of two of the curriculum blue-prints that have emerged out of EDUCATION 2000 projects. Additional information about EDUCATION 2000 can be found in Kniep, W. "Next Steps for Global Education". New York: The American Forum, 1987.

explores the perceptions and attitudes of different professional staff (i.e., teachers, principals, and central office administration staff) regarding their role definition, their decision-making processes, and the climate for innovation and change in their schools.

Method

In both Redwood Falls and in Yonkers, there was significant parental, community, and professional staff's input in the elaboration of the mission statement and educational goals for students. This input was secured through participation of these different groups of stakeholders in a series of community fora and mission statement workshops. To better assess the likelihood that the mission statement and statement of educational goals for students would be implemented and sustained, we decided to study the extent to which these documents were consonant with the views of the broader community and staff. We administered surveys to parents, community members, and professional staff on their opinions regarding the world and its impact on their community, and on expectations and opinions of schools. This data was collected in the second year of the EDUCATION 2000 projects in both Redwood Falls and Yonkers. The surveys given to community members and parents shared a number of questions with the professional staff survey. However, the latter measure was considerably longer and covered aspects such as decision-making, communication structures, and the history and climate for innovations within the school district.

The items that were common to both surveys included questions on respondents' opinions and perceptions of the impact of world events and trends, and on the perceived difference between the world of today and the world of the future. They also sought information on respondents' perceptions on the changing nature of the world, and on the extent to which schools are addressing the needs of students. All of the preceding items were closed and used a nine-point Likert scale, where 1 was the lowest value and 9 the highest. An additional cluster of open-ended items asked respondents to identify the kinds of knowledge, skills, and sensitivities schools should teach, and the problems preventing them from providing an adequate education for children.

To illustrate the differences and similarities in the perceptions of parents and professional staff regarding the world, its impact on schools, and the extent to which schools need to change to better address the needs of students I have used data from both Redwood Falls and Yonkers. To illustrate the different perceptions that different professional staff have about the climate for change and innovation in their schools and about their role definition and that of different staff within their school district, I have only used data from Yonkers[2]

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[2] The Redwood Falls data on staff perceptions regarding their role definitions and decision-making processes was collected through interviews of a very small group of professional staff

Sample

In Yonkers, the staff survey was administered to 771 professional staff, representing a 47% return rate. The survey was administered during faculty meetings to teachers, building administrative staff, and central office administrative staff. In Redwood Falls, the staff survey was mailed to all professional staff members. Of these, 72 surveys were completed, representing 80% of the population.

To gather data on the parental community in Yonkers, a Spanish and English version of the community survey was mailed to parents of all students in seven of the thirty-two schools in the school district. The schools included five elementary schools, one middle school, and one high school. Altogether, these seven schools captured the diversity in schools and populations found in the Yonkers community. In all, 417 surveys were completed and returned, representing a return rate of slightly over 15% of the potential responses.

While the closed items were analyzed for the entire staff survey sample, only a sub-set of the open-ended items was analyzed for the Yonkers data. This subset included data from 180 elementary teachers, 80 middle school teachers, 80 high school teachers, and 10 administrative staff members. Regarding the open-ended items on the parental survey, a random sample of the completed surveys was analyzed. This sample included 57 surveys from parents with children in elementary schools, 10 from parents with children in the middle schools, and 13 from parents of high school students.

In Redwood Falls, the community survey was mailed to 800 community members. Of these, 226 were returned, representing a return rate of 28.3%. While the closed items from the entire sample were analyzed, only a sample of 44 surveys selected at random was used in the analysis of the open-ended data. Regarding the staff survey, all the completed surveys were analyzed.

Results

Parental/community and staff perceptions: Yonkers

There was much agreement among parents and professional staff regarding the extent to which the community is impacted by economic, political, and environmental events, with most respondents perceiving these events to have a moderate to high

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members, and is not entirely comparable to the data collected in Yonkers. For a more comprehensive review of the data from Yonkers and in Redwood Falls, consult EDUCATION 2000 research reports available at The American Forum for Global Education.

impact upon their community (see TABLE 1). In these three items, the ratings of teachers and parents were lower than those of principals and central office administration.

With some slight variations, there was a high level of agreement among all the respondents to the survey on the importance of preparing students for living in a multicultural society and on the likelihood that the world in which our children will be living will be different from the world of today. When respondents were asked to indicate where they thought that change would occur, more than 80% of the respondents stated that it would most likely occur in the environment and in the technological systems. Slightly fewer respondents stated that change would occur in the social and economic systems. Finally, 53% of the respondents stated that change would occur in the political system while 65% of the respondents stated it would occur in the cultural system. TABLE 2 summarizes this data.

Staff and parents differed markedly in their responses to the item: *"Schools are preparing students adequately to live in a changing world"*. Staff survey respondents were divided in terms of their agreement with this items. About 30.2% of the staff responses and 10% of the parent responses were in strong disagreement with this statement. On the other hand, 16.7% of the staff responses and 9% of the parent responses were in strong agreement. Slightly more than half of the staff responses and more than two thirds of the parent responses falling within the mid-points of the scale.

There was a statistically significant difference between teachers and central office administrators, and between principals and central office administrators. Central office staff ranked this item lower than either teachers and principals, with principals rating this item highest. This group appeared to feel least satisfied with the way schools are preparing children.

The comparison between the ratings of different groups of teachers indicated that elementary teachers rated this item significantly higher (mean 4.8) than middle school (mean 4.5) and high school teachers (mean 4.5). These results suggest that elementary teachers appear to be slightly more satisfied with the way schools are preparing students than are middle school or secondary school teachers. The mean for parents' responses to this item was 5.0, with about 10% of the parents strongly disagreeing with this statement, and another 10% strongly agreeing with it. Overall, central office and administration and teachers rated this item significantly lower (3.4 and 4.7) than did parents and principals (5.0 and 5.3). In general, more people appear to be dissatisfied with the way schools are preparing students than are satisfied, although many respondents, especially parents are unsure about the adequacy of schools.

We also asked respondents to identify the knowledge and skills schools should impart to better address the needs of students. There were more similarities than differences in the comments made by parents and staff. All respondents mentioned the need for schools to provide basic knowledge and skills. However, where parents tended

to cluster basic knowledge and skills, many of the staff referred to the need to reorganize the curriculum in different ways rather than to simply teach more reading, writing, and mathematics. On the other hand, more parents that staff called for the need to provide knowledge that is relevant to students and that would help them make sense of the world in which they live.

Similarly, while all respondents mentioned the need for schools to teach students respect and sensitivity for individuals and cultures, parents also emphasized the need for teachers to demonstrate more respect for students, as well as the need for teachers and other school staff to provide more individualized attention to students.

There were some differences between parents and staff in terms of the problems that prevent schools from preparing students for a changing world. While all respondents identified the problem of poor home and living conditions, lack of funding for education, and lack of community/parental support, a smaller number of parents identified lack of parental support as a problem while a greater number of parents identified poor home and living conditions as a significant problem. Only central administrative staff and parents identified staff inadequacy as a problem. On the other hand, only secondary teachers and parents identified misdirected political priorities within the school and in the community as a significant problem impacting the schools; and only central office administration identified resistance to change as a problem.

Parental/community and staff perceptions: Redwood Falls

There was much agreement among all respondents that Redwood Falls is impacted by economic, political, and environmental events. A similar percentage of professional staff and community members (15%) strongly disagreed with the statement that the schools are preparing students adequately to live in a changing world. However, a greater percentage of staff members (43%) than parents (31%) agreed strongly with that statement. The overall mean for community members was 5.4 while the mean for staff was 6.1).

Both sets of respondents agreed strongly with the statement concerning the need for students to know more about the cultures and values of different people, with the mean for community members being 7.3 and for staff 7.9.

In terms of the kinds of knowledge that schools should be teaching to prepare students adequately, many of the comments of staff and community members indicated that schools should teach more knowledge about specific disciplines. However, many more staff than community members suggested the need for teaching non-traditional and integrated curricula, while more community members than staff suggested the need for more discipline-based knowledge.

The majority of the skills that both community members and staff identified as important referred to computer, critical thinking, communication, and applied (occupational) skills. In terms of sensitivities, about a third of both the staff and community members responses referred to the need to teach students to be sensitive to other cultures. A comparable number of respondents in both groups called for the need for students to be sensitive to other individuals.

In Redwood Falls, community members and staff members identified the following problems as significant in terms of preventing schools from adequately preparing students to live in a changing world: community conservatism, lack of funds, general resistance to change, and geographic isolation. Community members also referred to inadequate staff and teaching methods, to parochialism, and to misdirected priorities among school officials and politicians. Staff members identified time constraints on teaching and geographic isolation as significant problems. Overall, staff members emphasized problems outside of the school system while community members emphasized problems that were inherent to the school system. Moreover, the prevalence of problems that are inherent to the educational system is different for both samples, with more community members perceiving teachers to be one of the main problems facing the schools and few staff members perceiving this to be the case.

Contrast between the two communities

Possibly the most striking finding when comparing groups of respondents across two communities as different as Yonkers, New York and Redwood Falls, Minnesota, is the apparent similarity in the perceptions and opinions held by different groups regarding the world and the schools. There are many more similarities than there are differences when comparing staff and community members across the two communities. Moreover, the few differences that emerged are differences in emphasis rather than substance. For example, parents and staff members in Yonkers appeared to be less satisfied than their counterparts in Redwood Falls with the adequacy of schools for preparing students to live in a changing world.

Our data suggests that a small group of educational stakeholders in both communities, including parents, community members, teachers, and administrative staff think that schools are not adequately preparing students to live in a changing world. However, at least as many of these stakeholders think that schools are doing well in preparing students, and an even larger group is undecided about this issue.

In their identification of the kinds of knowledge, skills and sensibilities that schools should impart to better serve the needs of students in a changing world, there were important differences among the different groups in both communities. In both Yonkers and Redwood Falls, parents and community members called for more basic instruction. Professional staff, on the other hand, emphasized the need for a re-

examination and re-organization of curricula. Moreover, while the need to encourage respect and sensitivity towards other was identified by all groups, parents and community members underscored the importance of teachers demonstrating such respect and sensitivity towards students themselves.

Another area in which there is significant variability, both within and across communities, relates to the question on the problems affecting the schools. In addition to the differences between staff and parents in the two communities, Yonkers parents and staff differed from Redwood Falls staff and community members in terms of their perceptions of the problems impacting their schools.

While misdirected political priorities, lack of funding, and to some extent, staff inadequacy was mentioned by all groups, Yonkers respondents identified poor home and living conditions and lack of parental support as significant problems, while Redwood Falls respondents identified community conservatism, parochialism, and geographic isolation, as significant problems.

The differences between the two communities regarding perceived problems impacting the schools reflect the local conditions in which the two school districts are immersed, one being a rural community, genuinely isolated from large urban centers, and the other being an urban school district, highly impacted by many of the problems that are common to inner cities.

Differences in professional staff perceptions regarding their roles and decision-making processes: Yonkers

A number of items on the survey sought information on respondents perceptions regarding the adequacy of communication and decision-making structures, and on the overall climate for innovation in the district. All but two of these items were closed and used a nine-point Likert scale in which respondents rated the extent to which they disagreed with a given statement (1 was extreme disagreement and 9 extreme agreement).

Overall, teachers and administrative staff were in moderately low agreement with the statement *"The communication flow among teachers is adequate."* The mean rating for this item 4.6. Their rating for the statement *"The communication flow between teachers and administrators is adequate"* was very similar, namely 5.1 with middle school teachers giving significantly higher ratings (mean 5.7) than either elementary or high school teachers, and with high school teachers giving the lowest ratings of the three groups (mean 4.7).

Six other statements which were also rated using the nine-point scale sought information of the extent to which teachers are part of the decision-making processes in

the district. TABLE 3 presents the different groups' ratings of various items on teachers' involvement in decision-making.

Teachers and principals had very different perceptions regarding the role of teachers in different types of decision-making processes. For instance, teachers and central office administrators did not perceive teachers as being part of decision-making processes regarding administrative, budget, and scheduling issues, while principals perceived teachers to have a significantly higher role in such decision-making processes.

While the ratings of all respondents regarding teachers' role in curriculum decisions and in the selection of instructional materials were higher than those for teachers' roles in administrative, scheduling, and budget issues, respondents from all groups, except for principals, perceived that teachers played only a moderate role in decision-making processes regarding curriculum issues.

Of particular interest in all of the items related to teachers' involvement in decision-making is the degree of alignment between the ratings of teachers and central office administration. There is much less alignment between teachers and principals, with principals ascribing greater involvement in decision-making to teachers in all but the last item. The difference between the ratings of principals and those of other groups is noteworthy and difficult to explain without additional information on the meaning ascribed to the different items by different respondents.

Some of the differences among the various groups of teachers are also of interest, since middle school teachers gave significantly higher ratings than elementary and high school teachers in several of the items. This is counter-intuitive with much of the research data on middle schools in which this particular population of teachers is often represented as being alienated and uninvolved. The higher ratings by middle school teachers may be due to the increased attention recently paid to the middle schools, since the middle school was restructured in terms of the grades it includes.

Several items on the survey sought information on past and current innovations and changes the district has implemented or is currently implementing. A couple of closed items gathered data on the overall climate for change and innovation in the district. These items used a nine-point Likert scale and took the form of the following statements: *"Teachers in this school district are willing to explore and inquire into their ways of teaching and learning"*, and *"The administration of this school district encourages teachers to experiment with new ideas and strategies"*. Respondents' ratings of these two items are presented in TABLE 4.

The ratings for the item related to the extent to which teachers are willing to explore and inquire into their ways of teaching and learning in the district were moderately high (mean 6.5) with elementary school teachers giving higher ratings than middle (mean 6.3) and high school teachers (mean 5.8). The differences between the

ratings of teachers and principals, between teachers and central office administration, between elementary and high school teachers and between middle and high school teachers are statistically significant ($p < .05$).

Similarly high ratings were obtained for an item on the extent to which the administration in the district encourages teachers to experiment with new ideas and strategies (mean 6.1). In this item, elementary and middle school teachers gave higher ratings (mean 6.3) than high school teachers (mean 5.8). The differences between the ratings of elementary and high school teachers and between middle and high school teachers are statistically significant ($p < .05$).

Both of the preceding items indicate that in general, teachers, and to a lesser extent principals and central office administrative staff, perceive that teachers are willing to explore and innovate and that the district is open and supportive of teachers' experimenting with new ideas and strategies. However, teachers perceive themselves to be more willing to try out different innovations than principals and central office administrators perceive teachers to be. Furthermore, principals and central office administrators perceive the district to be more encouraging of teachers' use of new approaches and strategies, than teachers do.

In an open-ended item, respondents were asked to *"list the most important changes that the school district has tried to implement"*. Respondents in all groups mentioned the magnet programs as the mechanism used to achieve desegregation and integration, this being the most important change implemented by the district. Beyond this response, there was little overlap in the changes mentioned by different groups. For example, in addition to the magnet programs, elementary teachers most frequently mentioned the following: programs for students with special needs (6.6%); reading and writing programs (6.6%); computers in the classroom (6.6%); special staff development programs (5.4%) and human relations (4.4%).

Middle school teachers mentioned most frequently the following: new educational approaches (7.5%); computer technology (6.2%); and shifting the 9th grade to high school (5%). High school teachers mentioned unified curriculum (5%); discipline code (5%); heterogeneous groupings (5%); and shifting 9th grade to the high school (3.7%). Administrative staff did not mention any major change other than the magnet program and the desegregation efforts.

When asked to ascertain the success of such changes, respondents from the various groups offered different perspectives. More than half of the elementary teachers stated that desegregation/integration efforts had been successful, while 40% of the middle school teachers, 10% of the high school teachers, and 30% of the administrative staff perceived such success.

Respondents expressed very different opinions regarding other changes implemented by the district in the past.

> "In theory, changes were necessary and valid. In practice, they were difficult to implement due to escalating problems within the district..."

> "Yonkers has not been very successful. Yonkers has what I call a two year plan (programs come in and out in two years."

> "In my opinion, the district has held on to those (changes) that worked successfully and discarded those that did not."

The different responses made by teachers in different grade levels and by administrative staff, suggest that, except for the implementation of the desegregation plan through magnet schools, there is no consensus among the different groups of respondents about any other major changes or innovations implemented by the district in the past.

In terms of innovations and changes that the district is currently implementing, all respondents referred to the continued expansion of magnets as an innovation. In addition to magnet programs, other changes mentioned most frequently by elementary teachers included: discipline and self-motivation programs (5%); reduction of class size in the primary grades (3.8%); math and reading programs (3.8%) and whole language programs (3.3%).

Middle school teachers' responses included: EDUCATION 2000 (6.2%); discipline code (5%); early study programs (3.7%); and honors program (3.75%). High school teachers' responses included new curricula (12.5%); heterogeneous groupings (8.7%); and discipline code (6.2%). The responses of administrative staff included new district education and instruction plans (40%); new curricula (30%); and effective schools (30%). It is noteworthy that only 1.7% of the elementary teachers, 3.7% of the middle and high school teachers, and none of the administrative staff mentioned EDUCATION 2000 as a major change or innovation.

Regarding the potential for success of current changes and innovations, because the question was raised in a way that respondents could not match a success rating to a specific innovation, it is difficult to determine what their ratings apply to. However, the comments made by respondents reflected a wide range of views, even though underlying most of them was a call for continued commitment, flexibility and shared decision-making.

> "This district seems to get on the bandwagon with every new program and does not always follow through..."

"Unless the district clarifies and prioritizes its goals, makes clear distinction between goals (and objectives) and strategies, and develops an unequivocal operational process, the likelihood is very remote that substantial change will be made or will endure."

"EDUCATION 2000 is likely to result in changes if the district maintains commitment and engages teachers rather than directs them."

"Any change has to be constantly monitored and a master plan cannot be set in stone."

"Without increased communication, awareness, and cooperation from the home and the community, it is unlikely that the schools will be very effective - the parents must play a strong role."

The analysis of statements given by the different groups of respondents regarding current changes implemented by the district, indicates that there is no shared vision among teachers in different grade levels regarding current district-wide innovation. Even though the sample size for administrative staff is small, there appears to be more consensus among this group than there is among different groups of teachers, about current innovations and changes. However, this consensus has not yet been transmitted to teaching staff.

Altogether, the data on decision and innovations reported in this paper indicates that there are important differences in the perceptions and role-definition of different educational stakeholders. Some of these differences may be a function of the different items themselves (i.e., "using different ways of teaching and learning" may be seen or not as an innovation). Nonetheless, some of these differences seem to lie more in real differences in how each of these stakeholders defines their role and that of others.

Concluding remarks

We can conclude from the studies reported here, that not all people think schools ought to change to meet the needs of students in a changing world. There are as many people who think schools should change as are people who think schools are doing a fine job addressing the needs of students. This is true for both parents and community members. Thus, if a commitment to engage in systemic school redesign is based on the beliefs and perceptions of a critical mass of educational stakeholders, a question which ought to be addressed is *"What constitutes a critical mass in terms of parents, community members, and professional staff?"* In fact, the issue of a critical mass is relevant to almost all aspects of the studies we conducted, and is especially important as one examines the differences in the role definition of different educational staff.

In analyzing the data from Yonkers on staff's perceptions of educational innovations in the district, I was particularly intrigued with the fact that professional staff working in different kinds of schools and at the district level, had such different perceptions of the past and current district and school innovations. For the most part, even though EDUCATION 2000 was in its second year of development in the district[3], few people identified EDUCATION 2000 as a district-wide innovation. Moreover, except for the existing district-wide desegregation and innovation efforts, most of the innovations identified were school-based rather than district-wide. On the other hand, teachers and district staff identified and large number of innovations and seemed to believe that the district, as a whole, encouraged innovation and change. The latter finding is positive and encouraging in terms of the viability of EDUCATION 2000, yet, when seen in the context of the lack of widespread awareness of EDUCATION 2000 as a district-wide innovation, it is also puzzling.

School reform, re-design, or restructuring efforts which are based at least in part on the rearrangements and reallocation of the roles of teachers and administrators, is a necessary condition of educational reform. This requires a systemic revision in the roles, relationship, distribution of authority, and allocation of resources in the organizational structure; new job descriptions with clear performance measures; and a new culture that encourages sharing in decision-making (Mutchler and Duttweiler, 1990; Winter, 1990).

Our data supports such a systemic and ongoing revision of the roles and perceptions of different educational stakeholders. The differences in the kinds of knowledge and skills schools should address, and in the kinds of problems affecting our schools identified by parents and community members on one hand, and teachers and administrative staff on the other, point to the need for aligning beliefs or for at least making these difference explicit in order to attain a shared understanding of what our schools need and why. Similarly, the differences in the perceptions and role definition of different teaching and administrative staff indicate that we cannot and should not assume a common and shared understanding of issues such as one's perceived decision-making capacity or freedom.

In the final analysis, the studies on which this paper is based, indicate that understanding and explaining the conditions and context that surrounds a systemic change effort, is difficult and requires multiple sources of evidence; that professional staff are not homogeneous in their perceptions of their role and that of other staff members, and that there are important differences in these perceptions; and, that the

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[3] The mission statement and educational goals developed within the Yonkers EDUCATION 2000 project were sent to every professional staff prior to the administration of the staff survey.

question of how much is enough in terms of who wants, calls for, initiates, and sustains systemic change is left basically unanswered.

TABLE 1
Perceptions on the Influence of World Events and Changing World Conditions
Yonkers

ITEM	Teachers		Principals		Central		Parents	
	x	sd	x	sd	x	sd	x	sd
The well-being of this community is affected by economic events in other parts of the world	6.2 *	2.1	7.1	1.2	7.3	2.1	5.9	2.3
The well-being of this community is affected by political events in other parts of the world	5.8 **	2.2	7.3	1.2	6.8	2.2	5.7	2.4
The well-being of this community is affected by environmental events in other parts of the world	5.8 **	2.2	7.2	1.2	6.8	2.2	5.7	2.4
People in this community need to know the cultures and values of different peoples	7.6	1.8	8.2	.9	8.0	1.5	7.2	2.2
The world that children today will live in as adults will be different from the one in which you live	8.1	1.4	8.6	.6	8.6	.8	8.0	1.6
Schools are preparing students adequately to live in a changing world	4.6 **	1.9	5.2	1.5	3.4	1.3	5.0	2.4

Central Central Office Administration

* Statistically significant differences between teachers and central office administration staff ($p < .05$).

** Statistically significant differences between teachers and principals and between teachers and central office administrative staff ($p < .05$).

TABLE 2
System Where Change Is Most Likely To Occur
Yonkers

System where change will occur

	Parents %	Staff %
Technological system	83.9	85.8
Environmental system	84.9	81.9
Social system	72.4	75.8
Economic system	73.6	71.1
Cultural system	69.3	65.2
Political system	54.2	52.9

TABLE 3
Perceptions on Teachers' Role in Decision-Making Processes

	ET mean	MT mean	HT mean	P mean	CO mean
"Teachers are part of decision making regarding administrative issues"	3.6 *	3.9	3.3	5.1	3.4
"Teachers are part of decision making regarding curriculum issues"	4.5 *	5.1	4.4	6.6	4.6
"Teachers are part of decision making processes regarding budget issues"	2.3 **	2.5	2.4	3.7	2.7
"Teachers are part of decision making processes regarding the selection of instructional materials"	5.6 *	5.9	5.5	7.4	5.4
"Teachers are part of decision-making processes regarding scheduling issues"	3.6 **	3.6	3.4	5.7	3.4
"Teachers are part of decision making processes regarding discipline issues"	4.7 **	4.7	4.4	6.8	4.7

ET Elementary teachers
MT Middle school teachers
HT High school teachers
P Principals
CO Central office administration

* The differences between the ratings of teachers and principals, between principals and central office administration, and between middle and high school teachers are statistically significant ($p < .05$).

** The differences between the ratings of teachers and principals are statistically significant ($p < .05$).

TABLE 4
Climate for Innovation

	ET x	MT x	HT x	P x	CO x
"Teachers in this school district are willing to explore and inquire into different ways of teaching and learning"	**6.5 ***	**6.3**	**5.8**	**5.1**	**4.7**
"The administration of this school district encourages teachers to experiment with new ideas and strategies"	**6.3 ****	**6.3**	**5.8**	**7.1**	**5.9**

ET Elementary teachers
MT Middle school teachers
HT High school teachers
P Principals
CO Central office administration

* The differences between the ratings of teachers and principals, between teachers and central office administration, between elementary and high school teachers and between middle and high school teachers are statistically significant ($p < .05$).

** The differences between the ratings of elementary and high school teachers and between middle and high school teachers are statistically significant ($p < .05$).

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The Critical Role of the Superintendent in School Reform

This study explored and described the relationship between the leadership style of superintendents and educational change as demonstrated by the implementation of the EDUCATION 2000 National Model Schools Network, a site-based school improvement and restructuring initiative of The American Forum for Global Education. EDUCATION 2000 seeks to empower educational stakeholders in a community to identify the knowledge, attitudes, and competencies students will need to function as responsible citizens in the 21st century and to design an overarching K-12 curriculum blueprint to meet those needs. Data were collected from observations, documents, and interviews with superintendents and steering committee members and used to prepare case studies of a rural and an urban school district. Contextual factors, such as appropriateness of the proposed innovation and reasons for commitment to the project, appeared to greatly affect the initiation and implementation of the EDUCATION 2000 model in both school districts. Findings from a cross-site analysis suggested that the extent to which the superintendent was actively involved with key stakeholders in the process of educational change influenced project outcomes. These findings support the critical role of the superintendent in facilitating or inhibiting an environment in which change can occur. A discussion of the implications focused on the basic assumption that if educational stakeholders are empowered to change--through a process inclusive of active involvement and unambiguous commitment of the superintendent to the change project, shared leadership roles, participatory decision-making, critical inquiry, self-education, support of partners, adequate time and resources--the potential for institutionalizing education change is greatly increased.

Madylon Leslie

University of Tulsa

In its 1983 report, A Nation at Risk: The Imperative for Educational Reform, the National Commission on Excellence in Education warned that America's system of public education was "being eroded by a rising tide of mediocrity." This controversial report was one of several issued that year that collectively came to be known as the first wave of an education reform movement (Jacobson & Conway, 1990). The reforms of the early 1980's were focused on student achievement and excellence.

The second wave of the reform movement was initiated by Tomorrow's Teachers and Teachers for the 21st Century, the respective 1986 reports of the Holmes Group and the Carnegie Forum on Education and the Economy (Jacobson & Conway, 1990). These reports argued that the initial recommendations of the first wave would provide cosmetic changes in the educational system and that lasting educational improvement was contingent on the restructuring of the roles and opportunities available to teachers and administrators. The second reform movement challenged individuals involved in the delivery of educational services to reexamine the structure, content, and purposes of schools. An apparently broadened concept of educational leadership and educational change, the second reform movement focused attention on shared leadership and participatory decision-making.

The purpose of the present study was to explore and describe the relationship between the leadership style of

superintendents and educational change as demonstrated by the implementation of the EDUCATION 2000 National Model Schools Network, a school improvement initiative of The American Forum for Global Education which seeks to empower educational stakeholders through knowledge-based inquiry to prepare, evaluate, refine and implement a comprehensive plan for restructuring their schools.

In order to test the hypothesis that the leadership of the superintendent, as reflected in the implementation of the EDUCATION 2000 model, is related to educational change, the research design for this study was focused on three central questions:

1. How does the leadership context in which the EDUCATION 2000 model is implemented affect the development of the project?

2. How does leadership style influence implementation of the EDUCATION 2000 model?

3. To what extent is leadership style related to educational change?

Findings from the present study added to the research base on educational change and innovation by revealing insights into the leadership component of the change process.

Context of Problem

Understanding the relationship between the leadership style of superintendents and educational change, a

leadership issue, was studied within the context of global education by investigating the implementation of the EDUCATION 2000 model, a school reform project rooted in global education.

The EDUCATION 2000 National Model Schools Network is a long-term school renewal project of The American Forum for Global Education to identify, support, and link together school districts across the United States that are committed to preparing their students for life in the 21st century. For the purposes of the present study, EDUCATION 2000 is an operational model of educational change. Focused on program implementation, the EDUCATION 2000 model provided an appropriate environment for studying the leadership style of superintendents and educational change.

Initiated in 1987, EDUCATION 2000 comprises a process for leadership development and school improvement that directly involves educational stakeholders in addressing the central question: "What kinds of schools and schooling will our children need for their life in the twenty-first century" (Kniep & Martin, 1989, p. 1)?

Consequently, the ultimate objective of each of the school districts participating in the EDUCATION 2000 project is to create an educational blueprint or overarching curricular document that will guide decisions concerning the substance, practice, and structures as educational reform strategies are implemented. As a system-wide strategy for school change, this project places the responsibility for

determining needs, researching options, selecting programs, and implementing changes on the people directly associated with the school system, rather than imposing change from outside.

School districts and their communities participate in a process of self-education and shared decision-making to discover local, state, national and global realities as a basis for shaping the mission and goals of school programs. The project steering committee (a) develops a K-12 curricular blueprint for all subject areas, (b) sets priorities for educational outcomes, (c) creates plans for staff development to meet local needs, and (d) provides support and resources for implementation. Researchers at The American Forum for Global Education believe that the success of the EDUCATION 2000 project is dependent upon the extent to which steering committee members are able to engage parents, teachers, administrators, and other educational stakeholders in setting the school's mission and goals, and in program planning.

The basic assumption upon which EDUCATION 2000 is built has to do with how school change takes place: that if educational stakeholders are empowered to change-- through a process of self-education, critical inquiry, support of partners, adequate time and resources--change can occur (Kniep & Martin 1989). This assumption about school change is the focus for the research and documentation tasks of the EDUCATION 2000 project.

Background of Problem

The successive implications of the major reform reports of the 1980's provided the context for educational reform. The first wave of reform, initiated by A Nation At Risk (1983), was characterized by the imposition of top-down reforms focused on (a) raising academic standards, (b) increasing efficiency and accountability, (c) improving productivity, and (d) attaining excellence. Literature related to the first wave of educational reform is reflected in the research on effective schools and school improvement. Studies reviewed in this body of literature, concerned with the leadership of the superintendent in the change process, presented findings which suggested that district level administrators affect school improvement programs by: (a) establishing a climate for change; and (b) exhibiting active backing in the form of communicated expectations for success, psychological support, needed resources, and local facilitation assistance (Clark, Lotto, & Astuto, 1984).

Change in schools is currently undergoing a second wave of reform, produced by issues generated by Tomorrow's Teachers (1986) and A nation prepared: Teachers for the 21st century (1986). The current reform agenda suggests a more holistic approach to educational change, and focuses on the systematic nature of school systems in restructuring public education. Attention is given to (a) participatory decision-making and collegiality, (b) shared leadership roles, (c) site-based management, and (d) higher order

thinking skills.

Research on the leadership of the superintendent and school change focused on issues produced by the second wave of school reform is reflected in literature on educational change and innovation. Studies in this area of literature described (a) leadership roles, (b) the process of educational change, and (c) characteristics of the change project. These constructs are relevant to understanding the relationship between the leadership style of the superintendent and educational change as demonstrated by implementation of the EDUCATION 2000 National Model Schools Network.

Although most of the school reform reports emphasized the principal's role and ignored the superintendent's role in the change process, and stated that change in schools can occur without the superintendent, there is a growing body of literature to suggest that the leadership of the superintendent of schools is a critical component in institutionalizing educational change. Research indicated that change efforts are more likely to succeed when the superintendent is an active supporter (Fullan, 1982; Paulu, 1988). Findings from studies on educational change and innovation identified administrative (a) commitment, (b) support, and (c) communication that change is a priority as factors found to be determinants of success and effectiveness of educational change (Huberman & Miles, 1984; Hall & Guzman, 1984; Fullan, 1987).

Several studies focused on the superintendent's role in the change process as adopting or initiating, implementing, and continuing or institutionalizing educational change (Fullan, 1982; Newton, 1987). Paulu (1988) suggested including those individuals affected by the reform in all phases of the change process. Other studies described the controlling role of the superintendent in facilitating change (Cuban, 1984; Peterson, 1984; Murphy, Peterson, & Hallinger, 1986; Peterson, Murphy, & Hallinger, 1987; and Wissler & Ortiz, 1988).

Researchers concerned with the leadership style of the superintendent described his or her style as either initiating, responding, or managing (Murphy, Hord, Rutherford, Stiegelbauer, Hall, Huling-Austin & Muscella, 1986); and related leadership styles to the effectiveness of the implementation efforts (Murphy, Hord, et al., 1986; Wissler & Ortiz, 1988; Reecer, 1989).

Researchers also acknowledged the relevance of context to the change process and utilized their findings to suggest that the values, norms, and climate for change within the organization are immediate and powerful conditions for facilitating or inhibiting change (Fullan, 1987; Schein, 1987; Newton, 1987; Paulu, 1988; Reecer, 1989). As the official organizational leader, or member of a leadership team that facilitated the change process, the superintendent was described as encompassing a critical and distinctive role in creating an environment in which change can occur.

Several recent reports and research studies presented suggestions to facilitate long-term, systematic educational reform and included shared leadership and participatory decision-making in the process (New York Council of School Superintendents, 1987; Commission on Public School Administration and Leadership, 1988; Woodside, 1988; NEA-Mastery in Learning Project, 1989). These reports implied that a priority task of the superintendent is to build the capacity of the school district so that it is able to handle restructuring and educational change.

The research literature on educational change and innovation has provided information connecting leadership issues with educational change. In summary, researchers strongly suggested that superintendents play a critical role in the change process. Fullan (1982) claimed that what superintendents do at each of the three main phases of change--initiation, implementation, and institutionalization-- significantly affects the destiny of the proposed change.

A review of the literature on educational change and innovation signaled that studies are needed to investigate the processes involved in the restructuring of public education and the transformation of education directed by design. Specifically, studies are needed that: (a) are focused on the interactive relationship between the superintendent's leadership style, educational context, and the process of planned educational change within the context

of a current school reform project; and (b) are directed at determining the extent to which the leadership of the superintendent is related to educational change.

Theoretical Framework

The process developed for educational reform as reflected in the implementation of the EDUCATION 2000 model, or the transformation of education directed by design, is a systems approach to schooling and provided the theoretical framework for exploring the relationship between the leadership style of superintendents and educational change. Banathy (1990) provided a definition of systems thinking that influenced the design of the present study:

> Based on systems theory and guided by a systematic world view of systems philosophy, systems inquiry orchestrates the findings of various disciplines and introduces systems approaches and methods to the analysis, design, development, and management of complex organizations and societal systems. Education is such a system. Systems thinking helps us to understand the nature of education as a complex and dynamic system that operates in ever changing environments and interacts with a variety of other societal systems. (p. 4)

The application of systems thinking in education enabled researchers to explore and describe: (a) the embeddedness of education in the context of larger societal systems; (b) the interdependency of schools and their environments; and (c) the nature of education as a complex system of loosely coupled interacting components and relationships, such as leadership and context.

The systems model developed at Far West Laboratory

(1988) to guide educational redesign reflects several basic premises that support the EDUCATION 2000 model:

1. School districts need to generate their own capacity for conducting ongoing inquiry into how to improve their programs, processes, and structures.
2. Educational systems should take an evolutionary view of themselves.
3. The appropriate focus for analysis and design is at the level of the learner and the learning experience.
4. Efforts at inquiry should address the entire range of educational system issues.
5. The success of efforts to improve or restructure balances on the good will and commitment of all participants and especially those ultimately affected by any changes. (p. 80)

In the ecological view of school renewal upon which EDUCATION 2000 is based, the EDUCATION 2000 model is designed from the perspective of the whole system embedded in its environment. Change is promoted from within the school district rather than being imposed from outside; and while the process involves a district-wide strategy for educational reform, the target in the project is the individual school.

The process of empowerment, a component of planned educational change, is reflected in the EDUCATION 2000 model and involves shared leadership and participatory decision-making. Within this context, empowerment means opportunity to share authority and responsibility, and is characterized by a collaborative effort with each part contributing to the ecology of the whole.

Theory on transformational leadership, Burns (1978) and Bass (1985), and organizational culture, Schein (1987),

provided insight into the leadership role of the superintendent in the change process. Transformational leadership was viewed both as a microlevel influence process between individuals in a school district, and as a macrolevel process of empowering the steering committee--and the community--to change social systems and renew public schools.

Schein (1987) explained how leadership is intertwined with culture (a) formation, (b) evolution, (c) transformation, and (d) destruction. He concluded that leadership is the fundamental process by which organizational cultures are formed and changed.

The underlying assumption in change literature is that change is a process, not an event. Fullan (1982) described the dynamics of educational change as a multidimensional, sociopolitical process involving a variety of factors which interact and affect the process of change. Fullan identified three broad phases to the change process: (a) initiation or adoption; (b) implementation or initial use; and (c) institutionalization or continuation.

The EDUCATION 2000 model unfolds in three stages that parallel the conceptual stages of the change process. Research studies indicated that what happens at one phase in the change process strongly affects subsequent stages. In summary, the superintendent's conceptual understanding of (a) the dynamics of organization, (b) the processes of change, and (c) the organizational culture of his or her

school district represent the most generative source of ideas for developing a collaborative plan for educational reform.

Definition of Constructs

For the purposes of the present study:

1. Leadership context was defined as the extent of a school district's positive attitude towards, and involvement in, educational change and innovation.

2. Project development or implementation of EDUCATION 2000 was defined as the extent to which changes in decision-making processes and role responsibilities of teachers, administrators, and community members evolve.

3. Leadership style was defined as the strategies employed by a superintendent to involve educational stakeholders--teachers, administrators, parents, and community members--in the process of initiating and implementing the EDUCATION 2000 model.

4. Impact of project or educational change was defined as the extent to which the EDUCATION 2000 project affects educational goals, attitudes, behaviors, roles, decision-making processes, and organizational structures.

Significance of Study

Public schools appear to be moving from traditional, mechanistic structures to emerging, organic structures. Teacher empowerment, site-based management, shifting political agendas, and the explosion of information and

communication technologies are key factors that are currently shaping educational organizations.

A review of the literature on educational change and innovation suggested that the leadership of the superintendent of schools is a major component in the change process. Understanding this relationship could affect the selection of school districts involved in educational change projects and thus enhance the success of school restructuring efforts.

The American Forum for Global Education is primarily concerned with (a) the effects of the community and educational context in which the EDUCATION 2000 model is implemented, (b) the influence of the model on decision-making processes for changing or not changing schools and their programs, and (c) the extent to which implementing the model leads to change.

Although the leadership of the superintendent is an implied component of the context, process, and impact measures developed by Kniep and Martin to document the process of change, the apparent lack of focus on leadership issues relating the superintendent to initiating, implementing, and institutionalizing the EDUCATION 2000 model suggested a need to explore these constructs. Similarly, a void of studies focused on the superintendency exists in the literature on educational change and innovation. This deficiency further supported the need to pursue the present study.

METHODOLOGY

Description of the Participants

This study involved participants in the EDUCATION 2000 project--a rural and an urban school district which represented two national sites--and focused on the superintendent of schools and the project steering committee. The steering committee is broadly representative of the educational stakeholders within the district and the larger community. In the rural school district the committee is comprised of: (a) eight elementary and secondary teachers; (b) four administrators, including the superintendent; (c) one university representative; (d) a school board member; and (e) three community representatives. In the urban community the steering committee consists of: (a) eight elementary and secondary teachers; (b) eight administrators; (c) two parent representatives; and (d) one representative each from the business sector, State Education Department, and university partner. The research coordinator and project directors were interviewed to provide additional information for within-site and cross-site analysis.

The project sites selected as subjects for the present study were recommended by The American Forum as representative of sites furthest along in the process of implementing the EDUCATION 2000 model. The rural school district (RSD) is located in an agricultural region of a midwestern state. Two major concerns are population growth

and the rural agricultural economy. The present population in the community is under 6,000 and is expected to increase 20% by the year 2000.

The urban school district (USD), with a population close to 190,000, is located in a culturally and economically diverse community in a middle Atlantic state in which the schools are under a desegregation order of the Federal Courts. The desegregation of schools and housing has been the most prominent issue for this city. The global and multicultural perspective embodied in the EDUCATION 2000 model enabled USD's participation in the project to be part of the Court approved plan to restructure and eliminate any vestiges of segregation in the school district. The decision to implement the EDUCATION 2000 model was supported by (a) the district's administration, (b) the teachers' union, (c) the community Business Alliance, (d) the State Education Department, and (e) the Parents Teachers Students Association.

Design

The interaction of ideas, processes, and leadership involved in the EDUCATION 2000 project--to develop consensus on an educational agenda and implement a comprehensive plan for restructuring their schools-- constitutes the subject matter of the present study. For purposes of data collection and data analysis, the data were categorized into four constructs: (a) leadership style; (b) leadership

context; (c) project development/implementation of the EDUCATION 2000 model; and (d) impact of project/educational change. A model of the research design (see Figure 1) suggests an interactive relationship between the variables.

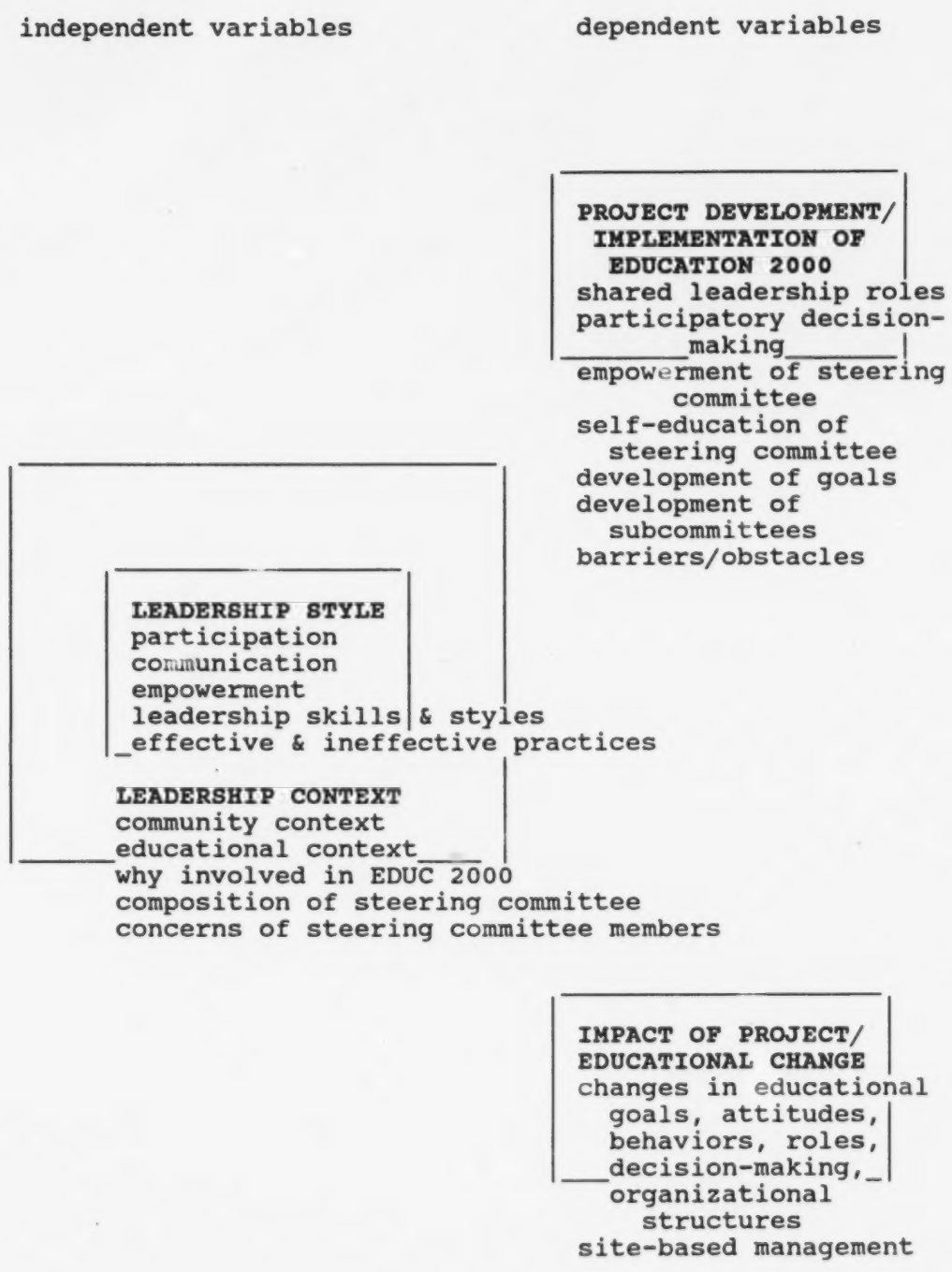
Procedures

The three primary modes of data collection utilized to explore the leadership style of the superintendent as it related to educational change were observation, interview, and document collection. One week was spent in each participating school district to develop relationships and gather data. The role of participant observer at steering committee meetings, task force meetings, and a school board meeting in the urban school district provided the researcher with opportunities for direct observation and recording of events in context.

Semi-structured taped interviews, employing open-ended questions, were conducted with (a) the superintendents, (b) selected steering committee members, and (c) project directors in each site. Informal interviews with project directors provided additional information about (a) steering committee members' views of the EDUCATION 2000 project, (b) relationships within the district, and (c) the leadership of the superintendent.

Documents collected from rural and urban site visits represented a significant source of data. EDUCATION 2000 phase 1 and phase 2 research reports were provided by

Figure 1. Research Design Showing Variables and Their Components



The American Forum for Global Education and used to describe the educational contexts and confirm data from interviews and observations.

Although informal data analysis was on-going from the beginning of data collection, specific methods for drawing and verifying conclusions were implemented during the data analysis stage. The process involved utilization of contact and document summary forms to reduce the amount of information collected into a smaller set of categories, themes, or patterns (Miles & Huberman, 1984). Interviews with the national research coordinator and project directors, including feedback from informants, were used to substantiate the defined categories or variables and proposed relationships between variables.

Taped interviews, transcribed word-for-word by the researcher, field notes from observations, and collected documents provided the foundation for a descriptive case study of each school district. These studies were developed to answer the three central research questions and reflect findings from within-site analysis. Findings from a cross-site analysis are included in the discussion.

Assessment Techniques

Strategies were developed to provide data for answering the three central research questions, and relating the independent and dependent variables identified in the research design (see Figure 2).

Interview questions for superintendents and steering committee members were developed by the researcher to be consistent with EDUCATION 2000 context, process, and impact measures, and to gather information related to the four variables identified in the research design. A common, semistructured list of interview questions was used to gather data during scheduled meetings with superintendents (see Figure 3). Interview questions for selected steering committee members and project directors were similar in content to the questions developed for superintendents (see Figure 4). A description of leadership skills was provided for each participant. Informal interview questions for project directors, informants, focused on the leadership style of the superintendent.

Figure 2. Assessment Techniques

Variables	Sources of Data
LEADERSHIP CONTEXT	
extent of a district's positive attitude towards and involvement in educational change and innovation	(a) Demographics (b) EDUC 2000 report of community context* (c) Interviews with superintendents and steering committee members
PROJECT DEVELOPMENT/IMPLEMENTATION OF MODEL	
extent to which changes in decision-making processes and role responsibilities of teachers, administrators, & community members evolve	(a) EDUC 2000 survey of steering committee members* (b) Interviews with superintendents and steering committee members (c) Observations at steering committee meetings
LEADERSHIP STYLE	
strategies employed by a superintendent to involve educational stakeholders in the process of educational change	(a) Interviews with superintendents and steering committee members (b) Observations at steering committee meetings & school board meetings
IMPACT OF PROJECT/EDUCATIONAL CHANGE	
extent to which the project affects educational goals, attitudes, behaviors, roles, decision-making, and organizational structures	(a) EDUC 2000 structures report* (b) Interviews with superintendents and steering committee members

* Contained in EDUCATION 2000 phase 1 research reports (RSD & USD) and EDUCATION 2000 phase 2 research report (RSD)

Figure 3. Interview Questions for Superintendent

(1)How do you define innovation? (assuming we classify EDUCATION 2000 as an innovation) How is this project different from other innovations?
(leadership context)

(2)What are the benefits of educational change to you? To this school district?
(leadership context)

(3)What needs to happen so that this district has the capacity to handle innovations? (administrative support)
(leadership style and **project development)**

(4)Why is this school district involved in the EDUCATION 2000 project? How are you, and your peers, affected by a state mandate for global education?
(leadership context)

(5)What are your goals for this project? Are these communicated and/or shared by others? Have your perceptions related to your goals changed? Explain.
(leadership style and **project development)**

(6)What is your understanding of empowerment? Are you empowering other district administrators and principals to participate in this project? Can you give me examples?
(leadership style and **project development)**

(7)The fate of many innovative programs appears to be related to the superintendent's length of term in office. What is your role in assuring that EDUCATION 2000 continues if you were to resign?
(leadership style)

(8)What barriers are you encountering in initiating and/or implementing this project? What other obstacles do you anticipate?
(leadership context and **project development)**

(9)How do your describe your leadership style for this project? How do others describe your leadership style?
(leadership style)

(10)Can you use examples to describe your role in the EDUCATION 2000 project?
Refer to tasks or functions performed related to the steering committee, resource center, communication within the school district and community, university affiliate, and grant proposals.
(leadership style and **project development)**

(11) During the current year, to what extent did you use the following skills? Explain with examples.
Group functioning:
Training:
Administrative/organizational:
Initiative-taking:
Trust/rapport/building:
Support:
Confrontation:
Conflict mediation:
Collaboration:
Confidence-building:
Diagnosing individuals:
Managing/controlling:
Resource-bringing:
(leadership style)

(12) What is your primary facilitation style? (responding, managing, or initiating)
(leadership style)

(13) Can you give me examples of your actions, practices, and/or attitudes that have been effective in facilitating the work of the steering committee?
(leadership style and **project development)**

(14) Can you give me examples of your actions, practices, and/or attitudes that have been ineffective or problematic in facilitating the work of the steering committee?
(leadership style and **project development)**

(15) How was the steering committee developed? What if the steering committee develops a plan that you are opposed to?
(leadership style)

(16) Has your role changed over the course of this project? If so, how?
(project development)

(17) Have there been any changes in your school system since the initiation of the EDUCATION 2000 model? Relate to thoughts about educational goals, attitudes and behaviors, roles, decision-making processes, and structural changes.
(impact of project/educational change)

Figure 4. Questions for Steering Committee Members

(1) How do you define innovation? (assuming we classify EDUCATION 2000 as an innovation) How is this project different from other innovations? (**leadership context**)

(2) What are the benefits of educational change to you? To this school district? (**leadership context**)

(3) How actively involved is the superintendent in the EDUCATION 2000 project? How is his participation visible? (**leadership style** and **project development**)

(4) Why is this school district involved in the EDUCATION 2000 project? How are you, and your peers, affected by a state mandate for global education? (**leadership context**)

(5) What do you think are the most important goals for this project? To what extent is your understanding of this project shared by other steering committee members? By the superintendent? By your colleagues? By the parents and other members of the community? (**leadership style** and **project development**)

(6) What is your understanding of empowerment? As a member of the steering committee, do you feel empowered to develop a strategic plan? If so, by whom? Can you explain your responsibility or role on this committee. (**leadership style** and **project development**)

(7) The fate of many innovative programs appears to be related to the superintendent's length of term in office. What do you suppose would happen to this project if there was a change in district leadership? (**leadership style**)

(8) What barriers are you encountering in initiating and/or implementing EDUCATION 2000? What other obstacles do you anticipate? (**leadership context** and **project development**)

(9) How would you describe the superintendent's leadership style for this project? Is this style productive? (**leadership style**)

(10) Can you use examples to describe the superintendent's role in the EDUCATION 2000 project? Refer to tasks or functions performed related to the steering committee, resource center, communication

within the school district and community, university affiliate, and grant proposals.
(leadership style and **project development)**

(11) During the current year, to what extent did the superintendent use the following skills? Explain.
Group functioning:
Training:
Administrative/organizational:
Initiative-taking:
Trust/rapport/building:
Support:
Confrontation:
Conflict mediation:
Collaboration:
Confidence-building:
Diagnosing individuals:
Managing/controlling:
Resource-bringing:
(leadership style)

(12) What is the superintendent's primary facilitation style, related and unrelated to EDUCATION 2000? (responding, managing, or initiating)
(leadership style)

(13) Can you give me examples of the superintendent's actions, practices, and/or attitudes that have been effective in facilitating the work of the steering committee?
(leadership style and **project development)**

(14) Can you give me examples of the superintendent's actions, practices, and/or attitudes that have been ineffective or problematic in facilitating the work of the steering committee?
(leadership style and **project development)**

(15) How was the steering committee developed? What do you suppose would happen if the steering committee develops a plan that the superintendent is opposed to?
(leadership style)

(16) Has the superintendent's role changed over the course of this project? If so, how?
(project development)

(17) Have there been any changes in your school system since the initiation of the EDUCATION 2000 model? Relate to thoughts about educational goals, attitudes and behaviors, roles, decision-making processes, and structural changes.
(impact of project/educational change)

FINDINGS

Case Study of a Rural School District

How Contextual Factors Affect the Change Process

Contextual factors appeared to greatly affect the development of the EDUCATION 2000 project during the initiation and implementation phases. The superintendent discussed the district's conservative policies, explaining that historically RSD has been a bureaucratic school system with few changes and limited communication. The decision-making process and initiation of school improvement programs tended to reside with the school board and the administration. Recent political problems within the community, related to a new building project, exemplified the need to proceed cautiously with EDUCATION 2000. The superintendent discussed the gradual change from a bureaucracy to a more participatory management style:

> They were used to a very autocratic set up when I came here [1982]. You've got to remember they've only had two superintendents in fifty years. . . . With retirements, I've been able to bring in three new administrators, and they're all participatory; that's my style. . . . I think there is a great deal of working relationships that have improved, and I think people are starting to see K-12, and talking about problems and how education affects kids.

The absence of clarity and consensus among steering committee members in describing the purpose and process of initiating, implementing, and institutionalizing the EDUCATION 2000 National Model Schools Network project created some differences and frustration in project perceptions. Several steering committee members, including

the superintendent, were initially reluctant to display a strong commitment to the project, and described the decision to become involved with the project as it related to infusing global perspectives into the K-12 curriculum rather than educational change. The superintendent expressed his views concerning the intent of EDUCATION 2000:

> If someone had told me in the beginning about school reform, transformation, there is no way . . . we applied not knowing that it was going to be this, today. I thank heavens it's been a great experience.

Responding to why this district is involved in the EDUCATION 2000 project, steering committee members presented similar reasons:

> It was just going to be global infusion into the curriculum. That's what he [the superintendent] was told and that's how everybody wrote it. All the documentation in the beginning shows that it was about curriculum.

Several steering committee members, particularly those with young children, were less concerned with identifying EDUCATION 2000 as either global education curricula or school restructuring. They grasped the opportunity to be involved with improving the education of their children. Another common response from teachers to questions pertaining to their involvement with EDUCATION 2000 was interest in being part of the leadership team to develop new curriculum for the school district. Others cited "the opportunity of becoming involved in a project that others could look at . . . there were no molds to follow, and that's really attractive."

It became apparent to the researcher that the inability of the administration, particularly the superintendent, to initially present the EDUCATION 2000 project with commitment and clarity inhibited this rural school district's positive attitude towards, and involvement in, educational change. It is thus suggested by the researcher that greater comprehensibility on behalf of the superintendent and other steering committee members of process and project outcomes would enhance initiation and implementation of the EDUCATION 2000 model.

How Leadership Strategies are Related to the Change Process

The leadership style of the superintendent, described as strategies employed to involve educational stakeholders in the process to initiate and implement the EDUCATION 2000 model, focused on (a) participation and communication; (b) empowerment; (c) leadership skills and styles; and (d) actions, practices, and/or attitudes of the superintendent that have been effective, or ineffective, in facilitating the work of the steering committee.

All members of the steering committee expressed concern with the superintendent's level of involvement in the initiation and implementation phases of EDUCATION 2000. Steering committee members tended to relate the superintendent's apparent inability for consistent, active participation to a perceived lack of administrative commitment to, and support of, this project. The

superintendent explained his limited involvement with EDUCATION 2000 by relating the complexity of his responsibilities as superintendent of schools:

> I'm the business manager for this project. I sit on the steering committee. Have I been able to make all the meetings? No. Do I end up with conflicts? Yes. Do I try to attend all that I can? You betcha, but at the same time, I can't be all things and in all places at the same time, especially when you have major projects like building a new school. . . . I want to be there as a supporter, but I cannot be one of the front liners because of my role.

Steering committee members tended to respond similarly when questioned about the superintendent's limited participation. One member explained:

> He's been a member of the steering committee, but he's let the building project and that kind of thing often get in the way of his whole participation. He'll show up, he'll leave, or he'll come late; sometimes he won't be there at all.

Most steering committee members perceived the superintendent's active participation necessary for implementing EDUCATION 2000. One member expressed the sentiments of many, stating, "sometimes I question whether or not it's being perceived as important by the administration." He added, "I don't think the changes that we are hoping for can ever happen unless he's involved."

The project site coordinator, concerned with community support, provided additional reasons, such as project credibility, for the superintendent's involvement:

> I think if the superintendent's visibility and moral support indicates that this is important, and this is the direction that we're heading, I think for the faculty, it helps us. . . it's a signal, I think, to our community members on the steering committee; I

> think it's important for them to see the superintendent there. . . what concerns us is that we're heading off in one direction and he's not with us.

Similar to participation and communication, empowerment is a strategy employed by the superintendent to involve steering committee members and other community leaders in the educational change process. The superintendent described empowerment as "the responsibility to make decisions that affect people."

Facilitating participation and involvement in educational change required the leadership skills of the superintendent and steering committee members. In response to an interview question about his use of particular leadership skills related to the EDUCATION 2000 project, the superintendent presented administrative/organizational; confrontation; conflict mediation; collaboration; diagnosing individuals; and resource bringing, pertaining to finances, as his strengths. The superintendent indicated weakness in areas of group functioning, specifically listening; trust/rapport building, related to communication; and support, due to his limited participation in implementing the EDUCATION 2000 model. The superintendent reflected on managing/controlling:

> I'm a concrete sequential type of person, where I've got to know, not that I have to be totally responsible, but I've got to know and have my hands in because I am responsible [to the board] and I take that seriously.

Steering committee members tended to present a different understanding of the superintendent's use of

leadership skills related to the EDUCATION 2000 project than the superintendent. Common understandings of the superintendent's leadership skills were reflected in conversations with steering committee members:

> He's in control of just about everything, from a big picture perspective. . . . I think he views his job as being the controller, once the parameters are set, and to make sure that we don't color outside the lines; and that we don't extend the budget and those are the things that he's directly responsible to the board for.

A teacher reflected on his communication skills:

> I would personally like to see more strength in his people skills. He's very good at superficial conversation. He's very task oriented and very good at making sure things get done and how people are doing within the organization. I think that's the way people were trained as administrators.

When asked to identify the superintendent's leadership style as either responding, managing, or initiating, steering committee members provided descriptions of the superintendent's leadership style which tended to overlap with the utilization of leadership skills. Most participants were indecisive in describing the superintendent as either responding, managing, or initiating. One response incorporated the thoughts of other steering committee members:

> I think he portrays all three to a certain degree. I think the initiative part would be the more dominant one most of the time. I think he manages to put the right people in the right places, in his eyes, and then he lets them go. . . . I think he is really open, as long as we stay within the parameters.

Reflecting on actions, practices, and/or attitudes that have inhibited the work of the steering committee, the

superintendent referred to his inability to attend all the steering committee meetings.

> I think they would say we need the superintendent more visible, or more involved so he knows exactly what's going on so we can surge ahead, maybe a little faster.

The superintendent speculated that his absence at steering committee meetings inhibited the decision-making process.

All steering committee members mentioned the superintendent's limited participation in the EDUCATION 2000 project as problematic to facilitating the work of the steering committee. It appeared that most steering committee members were reluctant to restructure their school system without the superintendent's active participation.

In summary, findings from a within-site analysis in RSD suggested that:

1. The inability of the administration, particularly the superintendent, to initially present the EDUCATION 2000 project with commitment and clarity inhibited the steering committee's positive attitude towards, and involvement in, educational change.
2. Changes in the decision-making process and responsibilities of teachers, administrators, and other community members selected to participate in the project were often facilitated, and at times inhibited, by the leadership style of the superintendent.
3. The ways in which the superintendent was involved with educational stakeholders in the process of initiating and

implementing the EDUCATION 2000 model was related to project outcomes.

CASE STUDY OF AN URBAN SCHOOL DISTRICT

How Contextual Factors Affect the Change Process

Contextual factors appeared to greatly affect the initiation and implementation of educational change in the urban school district. Historically, USD has been characterized by a top-down, highly bureaucratized system. The School Desegregation Decision of the Federal Court was the catalyst for historical changes in this urban school district. The EDUCATION 2000 project was established by action of the Board of Education after the district administration, with the support of the USD Federation of Teachers, the State Education Department, the USD Business Alliance, and the Parents Teachers Students Association recommended that USD become part of the EDUCATION 2000 National Model Schools Network. The global and multicultural perspective and curricular restructuring process embodied in EDUCATION 2000 enabled USD's participation in the project to be part of the Court approved plan to eliminate any vestiges of segregation in the school district. The project coordinator clarified the role of EDUCATION 2000:

> EDUCATION 2000 is part of the district's goal to provide quality education that reflects the pluralism of our community, and celebrates the rich diversity of its multi-cultural perspective; and it is supported by the superintendent and the president of the board.

The president of the Parents Teachers Students Council expressed a common concern within the community for participating in the EDUCATION 2000 project:

> I think the first thing that caught my attention was the word change because we just went through a big change with integration and we're talking about another change. I was real interested in what kind of changes they were thinking about making this time.

The district steering committee was created to develop and manage the process for initiating, implementing, and institutionalizing the EDUCATION 2000 model. From its inception, the steering committee had leadership representation from the Federation of Teachers, the Council of Administrators, the central district office administrators, the Parents Teachers Students Association, and The American Forum for Global Education. The composition of the steering committee, and the relationships created by its leadership, appeared to be a significant component of the context for facilitating educational change. The superintendent described the steering committee as representative of the leadership within the school district:

> I think the teachers were representative of the leadership because I think they were, for the most part, all union leaders; I mean leaders who were holding office on the executive council or some other department reps. These are strong leaders. . . . I believe that administrators are leaders; they all represent leadership. Whoever applied was considered, and then I wanted an array of people by roles.

Within the first four months of initiating the EDUCATION 2000 project, the steering committee was

recognized by the district as an autonomous body, and its membership was subject to compensation for their work when carrying out EDUCATION 2000 tasks outside their regular working day.

Most steering committee members shared a common understanding of project goals. The project coordinator explained how the steering committee will identify the attitudes, knowledge and skills that people will need to function competently as citizens of the twenty-first century:

> I see EDUCATION 2000 as offering an opportunity for designing a master plan; for offering a process through which we rethink some of the things that we have in place. . . . In this district, changes were imposed by the Courts, or the administration, and they did not come from the people involved; so now we have an opportunity to look at changes from the perspective of our own need. We can be proactive in meeting the needs of our children. The process that EDUCATION 2000 proposes means involving the community so that we get their input as to what they would like their schools to be; and what they think about education.

An examination of the context for initiating and implementing EDUCATION 2000 in the urban school district suggested that the consistently strong commitment to the project by the Superintendent and the Board of Education, supported by the leadership within the steering committee and the active participation of The American Forum for Global Education, greatly enhanced the development of this project for educational change.

How Leadership Strategies are Related to the Change Process

The leadership style of the superintendent tended to be influenced to some extent by the superintendent's extensive and varied experience in USD. Reflecting on 25 years in the school district, the superintendent explained:

> I started out as teacher, a guidance counselor; I was an assistant director of people personnel services; I was director of special education; I was a junior high school principal, a senior high school principal, director of instructional services, and now superintendent.

All steering committee members were aware of the superintendent's comprehensive background and suggested that it enhanced their relationship. Another teacher described how the superintendent supported the teachers during recent disputes surrounding a strike:

> He did everything he possibly could to help us get our contract settled. You can't expect better than that; superintendents don't do that; that's the way he is.

Furthermore, the leadership style of this superintendent, apparently related to his lengthy experience in USD, also focused on (a) participation and communication; (b) empowerment; (c) leadership skills and styles; and (d) actions, practices, and/or attitudes of the superintendent that have been effective in facilitating the work of the steering committee.

All members of the steering committee described, with clarity, the superintendent's active participation in facilitating the initiation and implementation of the EDUCATION 2000 model. It was common knowledge that the

superintendent enlisted the support of the administration and the teachers' union prior to recommending the project to the Board of Education. The superintendent described his level of involvement in EDUCATION 2000:

> I'm the chief spokesman for the district. I'm the one who's out there saying, here's what we're doing in USD. I am, I guess, the anchor because they constantly need reinforcement that the Board is still behind them; that we will still allow them to be autonomous. . . . I see my role as being supportive, if you're giving them as much freedom; but I've got to stay removed enough to be able, or supportive enough to be able to keep that project going and giving them the help they need to make significant change.

Most steering committee members described the superintendent's participation in EDUCATION 2000 as supportive, although all committee members agreed that the superintendent actively supports the project. A synopsis of the superintendent's participation was provided:

> He is very supportive of this project. He met with us originally and explained the project, and explained his support for the project, and then he has not become actively involved as far as decision-making within the steering committee. He has pretty much made us an autonomous group. . . He just attended a meeting last week where there were some concerns, and he said, "all I wanted was an explanation; these are your decisions; you make them". . . so I think he has given us the confidence and the support, without at all being overbearing or wanting his ideas to be part of it. He is very willing to just let us go and then just report back to him.

It appeared to most steering committee members that although the superintendent is not a member of the steering committee, he is actively involved in the process. Steering committee members stated:

> Even though he's not at the meetings, he is still made aware; as an enabler, he's making sure it happens and

that to me is an active role.

> When we run into a problem, he's found a way to get it solved; he would find a way to knock down a so called barrier, or find an alternative way to get something accomplished. That's been his basic function.

It became apparent to the researcher that the superintendent's absence from steering committee meetings did not inhibit the development of the project. The project director and the project coordinator indicated that communication between the superintendent and the leadership within the steering committee facilitated the process to implement EDUCATION 2000.

The superintendent utilized other means beyond steering committee meetings to communicate his commitment to EDUCATION 2000. Several steering committee members provided descriptions of how the superintendent communicates his commitment to this project:

> Well, he's totally committed, and he wants it to succeed. He's set aside enough funds for it to succeed. Right now, funding is not a problem in terms of what we have as a line item on the budget; and also the commitment he gets from the Trustees, from the community, and from the teaching staff. I mean, he's told everybody this is what his initiative is. He's firmly committed, and he's giving us all the resources that are needed to get the job done. So I don't know how much more leadership you can get.

> I think in a way you feel his presence through his style. I think everyone knows that this particular superintendent believes in collegiality; he lives by that belief. He also believes that that's the way to unleash creativity in a district and to allow people to grow, and I think this is commonly recognized not just by the steering committee, but I think by the staff in general. . . so people believe it much more because they see it practiced.

> Aligned with participation and communication,

empowerment is another strategy employed by the superintendent to involve educational stakeholders in the EDUCATION 2000 project. The superintendent described empowerment as a process that includes shared decision-making and accountability. He explained:

> I strongly believe that teachers should be involved in decision-making that affects them directly. . . but it's shared decision-making in a controlled area on limited issues, in a sense; issues that relate to them; not taking over or running the whole show; and there's a sense of accountability, because ultimately, we're going to be looking at student outcomes.

The superintendent tended to emphasize his trust in the steering committee, commenting "I have expressed to them, and I have demonstrated in my behavior, that I have a lot of trust in them, and fortunately I haven't yet experienced anything they've done which has changed my mind."

Facilitating an environment for educational change required the leadership skills as well as strategies of the superintendent and steering committee members. The superintendent reported using the following leadership skills to a great extent: group functioning; administrative/organizational, related to communication with the project director; initiative-taking; trust/rapport building; support; collaboration; and conflict mediation. He did not indicate any weakness in leadership skills.

Steering committee members presented their understanding of the superintendent's use of leadership skills which tended to be similar to the superintendent self-description. Group functioning, initiative-taking,

trust/rapport building, support, collaboration, and confidence building were identified by most participants as leadership skills used by the superintendent.

Steering committee members also provided descriptions of the superintendent's leadership style which tended to incorporate the use of leadership skills. In response to an interview question that asked the participant to identify the superintendent's leadership style as either responding, managing, or initiating, most steering committee members described the superintendent as responding, managing and initiating. Steering committee members indicated that the superintendent's leadership style tended to facilitate communication and commitment.

The superintendent described his leadership style:

> I like to delegate. I'm more comfortable starting things and getting people motivated to do things. I don't necessarily like to manage and I don't manage a lot. It's a very large organization, complex like most large organizations, and so I do have to rely on staff to do things for me; so I delegate a lot, and I rely on them to manage. . . but I do like to respond; and I like to be the one to kind of encourage, and to support, and to push. There's a lot of energy and creativity in things going on in the district which keeps the district moving, hopefully in the right direction. I've got to keep them kind of like shooting at the same target, but not necessarily controlling that they're all going to hit the target.

Similar themes of communication, commitment, and support were noted in responses to questions concerned with the superintendent's attitudes, actions, and/or practices that have been effective in facilitating the work of the steering committee. Most steering committee members cited

the superintendent's actions to prioritize EDUCATION 2000, and to create and maintain the steering committee as an autonomous task force as the most effective.

All steering committee members responded in the negative when asked to give examples of the superintendent's attitudes, actions, and/or practices that have been ineffective or problematic in facilitating the work of the steering committee. A typical response was:

> No. . . I can't. We've been working a year and a half and I can't think of a thing he's done that's got in the way. His door's always open.

In summary, findings from a within-site analysis in USD suggested that:

1. The consistently strong commitment to the EDUCATION 2000 project by the superintendent and the Board of Education greatly enhanced the development of this project for educational change.
2. The direct involvement of the superintendent in initiating, implementing, and institutionalizing the EDUCATION 2000 model--supported by an autonomous leadership team representative of educational stakeholders in the school district--combined with participatory decision-making, increased the feasibility of facilitating school reform.
3. Changes in the decision-making process and responsibilities of teachers, administrators and parents were often facilitated and enhanced by the leadership style of the superintendent.

4. The ways in which the superintendent was actively involved with educational stakeholders in the process of initiating, implementing, and institutionalizing the EDUCATION 2000 model was related to project outcomes.

DISCUSSION

Findings From Cross-Site Analysis

The comprehensive descriptive findings reflecting (a) how superintendents and selected steering committee members perceived their roles; (b) the context in which they evolved; (c) the complex process of initiating, implementing, and institutionalizing the EDUCATION 2000 model; and (d) the apparent outcomes of the process provided the foundation for a cross-site analysis and a discussion of the research questions.

Contextual factors appeared to greatly affect the initiation and implementation of educational change in the rural and urban schools districts. The appropriateness of the proposed innovation to educational stakeholders appeared to be a significant factor in determining the level of commitment and involvement provided by superintendents and steering committee members for the EDUCATION 2000 project. These findings support other studies on educational change that have discovered that implementation is more effective when relatively focused or specific needs are identified; and lack of clarity--diffuse goals and unspecified means of implementation--represents a major

problem at the implementation stage (Fullan, 1982).

The composition of and respect for the steering committee also appeared to be an important component of the context for facilitating initiation and implementation of the EDUCATION 2000 project. Findings suggested the importance of selecting a steering committee that is broadly representative of the educational stakeholders in the school district and the larger community.

The strategies employed by superintendents to involve educational stakeholders in the process of initiating, implementing, and institutionalizing the EDUCATION 2000 model included participation and communication, shared leadership roles, and participatory decision-making. Findings indicated that the direct involvement of the superintendent and verbal support of the EDUCATION 2000 project in the initial decision, implementation, and institutionalization phase strongly affected the direction of the proposed change. It appeared that implementation was more likely to occur when communication between the superintendent and educational stakeholders was clear and consistent.

Findings also suggested a relationship between the shared leadership roles and responsibilities delegated by the superintendent, as a strategy for school improvement, and a sense of commitment to and ownership over the activities to implement the EDUCATION 2000 model.

Although participatory decision-making is embedded in

the EDUCATION 2000 project, the extent to which educational stakeholders were encouraged to have an expanded role in educational decision-making appeared to be dependent upon the superintendent's understanding of project outcomes and his trust in the leadership of the steering committee. Strategies employed by the superintendent to involve steering committee members in the change process also related to the committee's sense of commitment to, and ownership over, the activities to implement the EDUCATION 2000 model. These findings are supportive of similar findings from NEA Mastery in Learning Project (1989) which suggested that when a school community makes its own decisions, these decisions will be effectively and enthusiastically implemented because they are owned by the community. Findings also suggested that the superintendent's attitude had a strong influence on the faculty and that an attitude supportive of shared leadership roles and shared decision-making was extremely important to the project.

The apparent relationship between the leadership style of superintendents and implementation of the EDUCATION 2000 model supported educational change studies which indicated that the commitment and action of local district administrators play a major role in the success of district wide change projects (Fullan, 1982; Huberman & Miles, 1984).

The present findings support the critical role of the superintendent in facilitating or inhibiting educational

change. Research studies indicated that change is a process that takes time and proceeds in phases (Fullan, 1982). Major factors determined the likelihood of initiation, implementation, and institutionalization of educational change projects, and these factors were interactive. The present study focused on the leadership component of change, relating the superintendent's leadership style to changes, or perceived changes in educational goals, attitudes, behaviors, roles, decision-making processes, and organizational structures. Findings suggested that the ways in which the superintendent was committed to and actively involved with educational stakeholders in initiating, implementing and institutionalizing the EDUCATION 2000 model was strongly related to educational change.

Implications

The basic assumption upon which the EDUCATION 2000 National Model Schools Network is built has to do with how school change takes place: that if educational stakeholders are empowered to change--through a process of self-education, critical inquiry, support of partners, adequate time and resources--change can occur (Kniep, 1989). This assumption was the major hypothesis and the focus of research activities for the EDUCATION 2000 project. Findings from the present study, focused on the hypothesized relationship between leadership style of superintendents and educational change, contributed to Kniep's basic

assumption and suggested that it be amended as follows: if educational stakeholders are empowered to change--through a process inclusive of active involvement and unambiguous commitment of the superintendent of schools to the change project, shared leadership roles, participatory decision-making, critical inquiry, self-education, support of partners, adequate time and resources--the potential for institutionalizing educational change is greatly increased.

Revising the dependent variable in Kniep's basic research assumption from "change" to "institutionalizing educational change" is consistent with evidence found in studies and reviews of educational change and innovation which agreed that change projects occur in three broad phases: initiation, implementation, and institutionalization (Fullan, 1982), and focused attention on the impact of the EDUCATION 2000 model or project outcomes.

Findings from the present study (a) confirmed that the commitment and support of the superintendent were critical to initiating and implementing the EDUCATION 2000 model and (b) contributed to understanding the complex and interactive components of the change process by focusing attention on the leadership of the superintendent in institutionalizing educational change projects. The present study (a) cited the superintendent as the individual responsible for facilitating, or inhibiting, an environment in which district wide change can occur; and (b) described the

explicit commitment and active involvement of the superintendent in initiating, implementing, and institutionalizing change as a significant factor in determining process issues and project outcomes.

Finally, the present study is a reminder to educational stakeholders and other researchers not to focus solely on the building level--leadership of the principal and teacher empowerment--but to include the leadership of the superintendent for initiating, implementing, and institutionalizing educational change in a school district.

Recommendations

Empowering educational stakeholders to make decisions about restructuring school districts was a major component in the present study. The superintendent's role in facilitating shared leadership and participatory decision-making was described differently in each school district. Steering committee members provided varied descriptions of their perceptions of empowerment and decision-making capacity. Power and control were apparently critical issues. The EDUCATION 2000 project identified self-education, critical inquiry, support of partners, adequate resources, and time as strategies for empowering steering committee members.

Dunlop and Goldman (1991) stated that the increasing emphasis on professionalism and new forms of collaboration in the current educational reform movement emphasizes the

underlying tension between top-down decision-making and participatory power sharing. They argued that facilitative power, an alternative to traditional interpretations of power in organizations, is power manifested through someone and more accurately describes how power is exercised in school settings. According to Dunlap and Goldman, "facilitative power is rooted in the kind of interaction, negotiation, and mutuality descriptive of professional organizations" (p. 13). Further examination of this construct is needed to develop a more comprehensive and common understanding of the empowerment process in school reform.

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